

## CHAPTER IV

### FINDINGS

In the research, the data was collected with three participants teaching in three different English subjects: Foundation English, English Listening-Speaking and English Reading-Writing. To investigate their culture teaching practices, the questionnaire, field notes, and the interview were used as research instruments from which the collected data were analyzed during the data collection and after the data collection.

For findings of the study, the data first presents general background of each participant followed by culture teaching practices in order to find teacher factors affecting their practices.

#### **General Background**

There are five aspects in the participants' general background, consisting of responsibilities, learning experience, attitudes towards teaching profession, teaching experience, and teaching principles. These features are summarized in Table 6 below.

Table 6

*The summary of the participants' background*

General Background	Teacher A	Teacher B	Teacher C
<b>Responsibilities</b>			
1. Teaching responsibilities	17 periods/week	16 periods/week	18 periods/week
2. The school's responsibilities	<ul style="list-style-type: none"> <li>- A homeroom teacher</li> <li>- Participated in students' activities</li> <li>- A secretary of the department</li> </ul>	<ul style="list-style-type: none"> <li>- A homeroom teacher</li> <li>- Participated in students' activities</li> <li>- A secretary of the department</li> </ul>	<ul style="list-style-type: none"> <li>- A homeroom teacher</li> <li>- Participated in students' activities</li> <li>- A head of the school's information center</li> </ul>
<b>Learning Experiences</b>			
	<ul style="list-style-type: none"> <li>- Began studying English in kindergarten</li> <li>- B.Ed</li> <li>- Rarely had contact with foreign countries, cultures, and people</li> <li>- Had never been to a foreign country</li> </ul>	<ul style="list-style-type: none"> <li>- Began studying English in kindergarten</li> <li>- B.A</li> <li>- Sometimes had contact with foreign countries, cultures, and people</li> <li>- Had never been to a foreign country</li> </ul>	<ul style="list-style-type: none"> <li>- Began studying English in Grade 5</li> <li>- B.Ed</li> <li>- Had frequent contact with foreign countries, cultures, and people</li> <li>- Had been to a foreign country for 6 times</li> </ul>
<b>Attitudes towards Teaching Profession</b>			
	Good	Good	Good
<b>Teaching Experiences</b>			
	<ul style="list-style-type: none"> <li>- Began teaching profession after graduation</li> <li>- 23 years of English language teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>- Began teaching profession as a tutor before graduation</li> <li>- 20 years of English language teaching experience.</li> <li>- Used to work in another occupation</li> </ul>	<ul style="list-style-type: none"> <li>- Began teaching profession after graduation</li> <li>- 30 years of English language teaching experience</li> </ul>
<b>Teaching Principles</b>			
	<ul style="list-style-type: none"> <li>- Focused on teaching grammar mostly</li> <li>- Taught students to use language like a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>- Focused on teaching speaking mostly</li> <li>- Taught students to use language like a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>- Focused on students' attitudes mostly</li> <li>- Taught students to use language like a native speaker</li> </ul>

It is necessary to know participants' background before observing their culture teaching practices since their contexts could help enhance the understanding of their teaching. The details of the participants' general background are described as follows:

### **Teachers' Responsibilities**

In Sunshine School, there were 45 periods of all working time in one week, in which teachers' duties could be categorized into two types: teaching responsibilities and the school's responsibilities.

In teaching responsibilities, Teacher A was responsible for teaching Foundation English at both lower and upper secondary education level: she taught one class of Grade 9 students and seven classes of Grade 10 students. She taught 17 periods per week.

Teacher B was responsible for teaching 2 subjects at the upper secondary education level: she taught three classes of Foundation English of Grade 10 students, and five classes of English Listening-Speaking of Grade 11 students. She taught 16 periods per week.

Teacher C was responsible for teaching at the upper secondary education level: she taught nine classes of English Reading-Writing of Grade 10 students for 18 periods per week.

Beyond teaching responsibilities were the school's responsibilities. Teachers had to be responsible for 1 class of students. Each class had two homeroom teachers. Teachers had to participate with their class in regular school activities. For example, they had to manage students to stand in line every morning before the first period. They had to guide students in good discipline in the first period of every Wednesday. Also, homeroom teachers had to attend to students' meetings at the assembly hall

once a week. According to the school's policy, one of the homeroom teachers had to visit students' homes. Furthermore, they had to attend students' extra curricular activities. For example, during the school's "Father of the Land" singing competition organized by the department of social studies, religion and culture, every student had to participate in the competition by singing on stage with their class. Therefore, teachers had to monitor their rehearsal, and had to be the judge when their own class joined the competition as well. Besides, teachers had to participate in students' activities as they belonged to students' club in order to monitor their activities. In summary, teachers had to be involved in students' activities at least four periods per week.

In addition, teachers were not only responsible for their students, but also for either the school or the department. They had to attend meetings of the school and the department. Also, they had to be on a shift at the school's gate in order to check the students' discipline.

Moreover, Teacher A was a secretary of the department, dealing with the department's coordination. She was also responsible for organizing the department's teaching equipment, such as folders, and paper.

Teacher B was a secretary of the department, dealing with preparing documents and keeping records of all staff in the department's meetings. Besides, she was responsible for the department's information technology by taking care of the multimedia room, supplying the department's electronic and computer equipment, and supplying books and other materials for the self assess learning center and English library. Also, she attended to the school's department of research.

Teacher C was the head of the school's information center. She had to pass on information from the department of administration to students by putting up a poster.



or informing the students of new information when they stood in the morning line-up. After informing the students, she had to report the results back to the department of administration. She had to keep records of what information she had already passed along. Additionally, she had to take care of the school's visitors.

In conclusion, the work week of the school were 45 periods, in which participants spent an average of 17 periods for teaching, and the remaining time for taking care of their students and attending to the school or the department.

### **Teachers' Learning Experiences**

Participants in this study had various educational backgrounds and learning experiences in foreign countries, cultures, and people. Teacher A and Teacher B had experience in English language learning since they were in kindergarten, while Teacher C had experience in English language learning since she was in the upper primary level. However, Teacher C was the only one who had been to foreign countries. The details of their learning experiences are presented next.

Teacher A, a 45-year-old teacher, had studied English since she was in kindergarten. She studied in a private school until she was in the upper secondary education level (Grade 11-12), when she switched to a public school and studied in an English-French program. After that, she received a Bachelor's degree in Education, with a major in English language, and a minor in linguistics from a government university in Bangkok.

In addition, she rarely had had direct experience with foreign countries, cultures, and people. Her exposure had been through the media such as via radio and television as she usually listened to the radio, and watched movies as well as an English animated cartoon. She also read some topics from an English newspaper

which was used to teach her students. Though there were foreign language colleagues in school, she seldom contacted them. Also, she had never been to a foreign country, but she wanted to, as she tried to compete for the scholarship of the Office of the Basic Education Commission.

Teacher B, a 48-year-old teacher, had studied English since she was in kindergarten. She studied in a private school when she was in primary education level. In secondary education level (Grade 8-12), she studied in a public school in a English-French program before she received a Bachelor's degree in Arts, with a major in English language, and a minor in Mass Communication from a government open university in Bangkok.

Furthermore, she sometimes had contact with foreign countries, cultures, and people. Her exposure was through the media such as television as she usually watched old movies as well as a Korean series. She rarely read an English newspaper except for interesting news. Though she rarely contacted foreign language colleagues in school, she sometimes contacted people from the United Arab Emirates, who were her husband's guests. When her husband took care of them, she had a chance to speak English with them. However, she had never been to a foreign country because she was short on money and had two young children.

Teacher C, a 52-year-old teacher, studied English when she was in primary level (Grade 5). For secondary education level (Grade 8-10), she studied in a provincial school. After that, she studied at both lower and upper certificates of education in a teacher's college for 4 years before she studied further and received a Bachelor's degree in Education, with a major in English language, and a minor in Thai from another teacher's college.

Additionally, she had frequent contact with the foreign countries, cultures, and people. She also had contact via television as she usually watched soundtrack movies from cable television. However, she rarely read an English newspaper except education news. Though she rarely contacted foreign language colleagues in school, she often contacted other foreigners as she was an AFS volunteer. Therefore, she participated in many AFS activities. For instance, she was invited to be a trainer for foreigners in AFS students' orientation 1-2 times per year.

Besides, she had been to a foreign country 6 times based on two functions: official function, and personal function. She went abroad on official trip 2 times – Malaysia and Singapore for 5 days, and the People's Republic of China for 1 week. Moreover, she went on personal trip 4 times. The first time was a field trip of educators program, organized by AFS Intercultural Programs Thailand, in New Zealand for 1 month, in which she visited both primary and secondary schools in three cities. The second time was when she was an escort in a short program of AFS Intercultural Programs Thailand, in which she travelled to Canada for 2 weeks after she had finished her duty of taking care of AFS students. Both times, she lived with a host family there. After that, she went backpacking in Australia for 10 days and she also travelled by herself in Switzerland for 1 week.

### **Attitudes towards Teaching Profession**

In the study, all the participants had good attitudes towards the teaching profession. It could be seen that they fully expressed their care and effort in teaching their students.

Teacher A had a good attitude towards the teaching profession. From the data, it shows that she was full of good intentions for teaching as she took a lot of time and

effort in preparing additional worksheets and materials for language practising and tutoring her students as well as taking care of them in class.

“ต้องทำแบบฝึกหัด grammar เพิ่ม ครูทำซีทขึ้นมาเป็นเล่มเอาไว้ใช้สอน”

*[I have to prepare additional grammar exercises for teaching.]*

Teacher A Informal interview, 25 May 2007

“ไว้จะใช้ [PowerPoint เรื่อง Active-passive] ตอนติวสอบ”

*[I will use PowerPoint for tutoring.]*

Teacher A Informal interview, 7 August 2007

“แค่สอนเรื่อง tense ธรรมดาที่ไม่ค่อยรู้เรื่องอยู่แล้ว ก็เลยต้องสอนไปช้าๆ”

*[I have to teach them slowly, because they do not understand it quite well.]*

Teacher A Informal interview, 17 July 2007

Teacher B's attitude towards teaching profession was positive. It appears from the data that she fully intended to teach her students as she prepared extra activities and materials for teaching her students in order to enhance their English language learning and understanding. In addition, she used to be a runner-up in a teaching material competition (Teacher B Informal interview 3 September 2007). Also, she tried to search out new content, activities and materials for developing her Listening-Speaking subject.

“มีหลายแผ่น ไรท์ออกมาเยอะเพราะว่าเพื่อนนักเรียนจะมายืม... หนังสือนี้หาซื้อไม่มีแล้ว อันนี้  
ไปหามาตามที่ขายที่ด้านหลัง”

*[I burnt many CDs [Mr.Holland's Opus] so that students may borrow them.]*

Teacher B Informal interview, 17 July 2007

“ที่พี่เลือกซีดี [How to speak English in the right manner] นี้เพราะมันเป็นเรื่องที่เกี่ยวข้องกับวัฒนธรรม ง่ายดี แล้วก็เป็นเรื่องที่สนุก น่าสนใจที่บางทีเราก็ไม่รู้ และเป็นเรื่องที่ไม่มีในเนื้อเรื่อง พี่เป็นคนแทรกเข้ามาเอง เด็กดูแล้วก็ชอบ เพราะให้ความรู้นอกเหนือจากบทเรียนที่ควรจะรู้และมันก็ไม่หนักมาก”

*[I chose this CD because it deals with culture. It is easy, fun, and interesting.]*

Teacher B Informal interview, 3 September 2007

“พี่จะเป็นคนเตรียมวัสดุอุปกรณ์ต่างๆ ไว้พร้อม แล้วพี่จะพานักเรียนไปที่ห้องคหกรรม ให้นักเรียนเป็นคนนำเสนอ แล้วก็บันทึกภาพเอาไว้เป็นตัวอย่างให้นักเรียนปีหน้าดู”

*[I prepare all materials and take them to the Home Economics classroom. Then, students will show us how to cook, and I will record their presentation to be used an example for students in the next year.]*

Teacher B Informal interview, 30 August 2007

Teacher C taught students with a good attitude. The data shows that she prepared more activities and materials for teaching them as well as supporting them in English language learning both inside and outside class. She did not only give them knowledge, but also guide them to have good discipline.

“พี่จะให้นักเรียนทำ [ใบความรู้และใบงานที่เตรียมไว้] ในสัปดาห์หน้าที่พี่ไม่อยู่ จะให้นักเรียนได้จินตนาการเกี่ยวกับประเทศของตัวเอง”

*[I will be absent next week, so I prepare an activity for them to do. I want them to use their imaginations to think about their own country.]*

Teacher C Informal interview, 16 August 2007

T: เอาเร็วค่ะครูให้เวลาห้านาที มันจะหมดเวลาพอดี แล้วเดี๋ยวครูจะขอเก็บหนังสือ ตรวจ  
*[Hurry up. I will give you five minutes, and then the class is over. I will collect your books to be graded.]*

Teacher C Practices Observation No.1

T: เดี่ยวมีปัญหาอยากถาม หลังเวลา พักกลางวัน ตอนเย็น หยิบใบนี้ไปถามครูเลยนะ  
*[If you have a problem, you can ask me after class, during a lunch break, or in the afternoon.]*

Teacher C Practices Observation No.3

“บางทีสอนได้แค่หกสิบเปอร์เซ็นต์เพราะเสียเวลาไปกับการบ่นว่าเหมือนกัน... ครูรุ่นเก่าก็เป็น  
อย่างนี้ ให้สอนอย่างเดียวไม่ได้หรอก อย่างพี่ก็สอนมาสามสิบกว่าปีแล้ว”



*[Sometimes I could teach sixty percent of a lesson because I also spent time talking to them about discipline.]*

Teacher C Informal interview, 11 June 2007

### **Teachers' Teaching Experiences**

In this study, all the participants had taught different English subjects at upper secondary level for at least 20 years. Also, they had varieties of teaching experiences as Teacher C was the most experienced teacher with 30 years of teaching, Teacher A had taught for 23 years, and Teacher B was the least experienced with 20 years of teaching. Besides, Teacher A and Teacher C began their teaching profession after their graduation while Teacher B started to teach as a tutor before her graduation, and she was the only participant who used to work for another occupation. The findings are presented as follows:

After graduation, Teacher A taught English for 6 months at a private school before she became a teacher at Sunshine school on 3 December 1984. Up to the present, she had 23 years of English language teaching experience.

Before graduation, Teacher B was a tutor for her neighbor. After graduation, she applied for a job in various places, such as Thai Airways International, a commercial school, and a private school. In 1982, she worked as an English teacher teaching Grade 8-9 students in a private boys' school which she had taught for 2 years before she changed her job. Her father, who was a non-commissioned officer in the air force, expected her to be in the air force as he was. So, she joined the airforce as a medical secretary. Later, she left the air force to be in the teaching profession again. This time, she was a Grade 10 English teacher in the northeast in 1989. In 1991, she went back to Bangkok to be a teacher at Sunshine School with the support of her aunt

– the administrator of Sunshine School, and her university senior – the administrator of the school in the northeast. At present, she had 20 years of English language teaching experience.

After graduation, Teacher C was a teacher at a provincial school in the north where she had studied at secondary level before. After being married, she followed her husband to work in Bangkok so she became a teacher at Sunshine School in 1984. At present, she had 30 years of English language teaching experience.

### **Teaching Principles**

Three participants had taught their students differently in class according to their teaching principles which had an influence on their actions in language teaching. Teacher A was a grammar based teacher focusing on grammar teaching (*"I mostly focus on grammar."*), Teacher B was a communicative oriented teacher focusing on teaching speaking (*"I expect them to speak naturally."*), and Teacher C was an affective oriented teacher focusing on students' attitudes in language learning (*"Attitudes come first."*). Though all participants had different teaching principles, they had one similar point in that they wanted students to use language like a native speaker. To provide readers with background information about each participant's language teaching, their teaching principles are presented below.

#### **"I mostly focus on grammar."**

Teacher A was a grammar based teacher who motivated students' language learning with external rewards. She prepared extra materials, such as songs, and worksheets for grammar teaching as well as evaluated students' grammatical

knowledge after each grammar lesson. Though the chosen course textbook focused on language communication, she still emphasized grammar teaching.

Teaching Grade 10 Foundation English, Teacher A focused on grammar the most. Even though she knew that she should emphasize language skills, she believed that grammar was the basis of the English language, and that students had to study it deeper when they were at higher levels (Teacher A In-depth interview).

In class, she increased students' motivation by offering them special scores, called lucky stars. She believed that if she did not give students stars, they would be bored and there would not be excitement in class. In addition, these extra scores were used in students' evaluation as she used them to consider what grades students should get (Teacher A Informal interview 7 August 2007).

T: Good. ดีมาก เขาไปอีกดาวหนึ่ง คนไหนอ่านดังคุณครูจะให้ดาว (ชื่อนักเรียน) นี้ อ่าน  
ได้ดีได้ดัง... ค่อยไปใครอยากอ่าน จะได้หนึ่งดาว lucky star ง่ายๆ เลย”

[Good. *Very good. You get one more star. Those who read aloud will get a star. (Student's name) read well and loudly... Who wants to be next? You will get one star, lucky star, easily.*]

#### Teacher A Practices Observation No.2

Besides this, she believed that if one wanted to learn English, s/he should go to either Britain or America which was the origin of the English language since other English-speaking countries, such as Australia and New Zealand, were not using a standard language. Furthermore, she believed that slang was inappropriate for language usage and students had better not use it. Since rap songs were full of slang,

she did not use it for teaching. As a result, she chose old songs as extra grammar materials when she taught additional grammar lessons, such as Annie's song by John Denver, which was slow, beautiful, and easy listening to teach students, because she thought that it was more meaningful than rap songs. After each grammar lesson, students were evaluated by both the objective and subjective tests (Teacher A Informal interview 28 June 2007; Teacher A In-depth interview).

She mostly had taught grammar, but a new course textbook – My World 4 – focused on communication. Therefore, she did not spend time on the suggested activities in the course textbook due to her teaching principles and available time (Teacher A Informal interview 25 May 2007, 2 August 2007). According to the course textbook, students had to use language for expressing their opinions through various activities until they felt that English was their own language. The textbook suggested mime, and TPR (Total Physical response) as learning activities.

**“I expect them to speak naturally.”**

Teacher B, who mostly taught students speaking skills, was a communicative oriented teacher. In class, she had taught students through many activities and materials, such as VCDs which she evaluated students speaking skills after teaching. Since the course textbook focused more on listening skills, she added new activities and materials for teaching speaking.

Teaching Grade 11 English Listening-Speaking, Teacher B mostly focused on English speaking skills. It was the result of her belief that students could not verbally express their thoughts and they did not have enough practice in speaking. Also, they had to give oral presentations in English if they further their studies at an advanced

level. As a consequence, she thought it was good for students to speak in front of the class (Teacher B In-depth interview).

In addition, she believed that pronunciation was important because mispronunciation could cause misunderstanding and miscommunication; therefore, she emphasized pronunciation as she trained students to accurately pronounce sounds or words like Native speakers. For example, students watched a VCD on how to pronounce /r/ and /l/ sounds before they practised their pronunciation (Teacher B Practices Observation No.5; Teacher B In-depth interview).

Since students were expected to speak naturally and have more confidence in English speaking, Teacher B often asked students to speak in front of the class in order to practise how to express their thoughts and support their ideas. For instance, she asked students to prepare at least 10 sentences on any topic and deliver it in front of class. She evaluated their speaking skills based on how natural they were. Those who could speak naturally would get high scores (Teacher B Practices Observation No.3; Teacher B In-depth interview).

For teaching speaking, she prepared extra materials and activities because the course textbook – Sound bytes 2: Listening for Today's World – did not match her personal preference as she loved learning English language through activities and interaction. For instance, students listened to a song, and fill out the words in the blanks before singing the song together.

“น่าเบื่อมากเลย... น่าเบื่อมากๆ เลยค่ะ แบบมันไม่มี act มันไม่มีแบบ นั้นนะแบบ

Interactive อะไรอย่างเงี้ยมันเป็นแบบ นั่งฟังอย่างเดียว”

[*It is very very boring. There is no interaction. Just sitting and listening.*]

Teacher B In-depth interview

“หนังสือเล่มนี้มี listening เยอะมาก แต่เวลาที่สอนไม่พอ นักเรียนก็ได้ฟังแค่เทป นักเรียนคงจะเบื่อ เพราะขนาดเราขังเบื้อเลย ที่เองก็เลยต้องเอาหนังหรือเพลงเข้ามาแทรก”

*[There are many listening activities in this book, but there is no available time. Students just listen, they may be bored because I am too. Then, I have to include songs or movies.]*

Teacher B Informal interview, 16 August 2007

**“Attitudes come first.”**

Teacher C was a teacher who focused on students' affection most. She wanted her students to learn with love and happiness. Consequently, she motivated them to learn by paying compliments as well as adding extra activities in teaching. In addition, she mostly focused on writing for communication, in which students were trained to be able to write simple sentences accurately. Also, students were evaluated in their learning after each chapter. In this subject, the course textbook were chosen to suit her needs.

Teaching Grade 10 English Reading-Writing, Teacher C focused on students' attitudes mostly because she believed that attitude was the most important motivation in language learning. Thus, she increased students' motivation by giving them moral support, and paying them compliments every time they performed well in class (Teacher C Practices Observation No.1, No.2, No.3, No.4, No.5, No.6: Teacher C In-depth interview).

T: อ้อ ดีมากค่ะ อ่าน เอาปรบมือให้ตัวเองหน่อยสิ

*[Very Good. Read. Give yourself a big hand.]*



Ss: (ปรบมือ)

[*Applaud.*]

#### Teacher C Practices Observation No.5

In addition, she enhanced students' positive attitudes towards language learning by telling her own experiences in class, adding more activities in students' learning process, and giving them a chance to express their imagination/opinions. Therefore, students were expected to be happy and enjoy their learning. When teaching about a country, for instance, she set an activity for students to create their countries with further details, such as language, national anthem, and national costume with their own group. While students had to perform in front of the class, she focused on their writing skills more than speaking skills. To illustrate, she gave scores on the writing part more than a speaking part (Teacher C Informal interview 17 August 2007, 3 September 2007; Teacher C In-depth interview).

Focusing on students' attitudes might be a result from her English language learning experience. She loved learning English because she was inspired by her father who loved learning; therefore, he motivated her to learn. For instance, he made English alphabet handwriting worksheets for her by writing the dotted lines of each alphabet letter himself. Another reason was that she loved her English teacher at primary level who was very kind. Once, her English scores were increased and her teacher praised her for the progress she was making. This encouragement inspired her to learn the English language. Besides, she dreamed of going abroad since she was young which motivated her to learn English (Teacher C In-depth interview).

Additionally, she believed that one who learnt English well, must be good in Thai because this dealt with language usage and both languages were on the same

base of linguistics, though English and Thai languages were different. This was the result from her observation that students had to think in Thai before communicating in English, such as speaking or writing sentences (Teacher C Informal interview 11 June 2007, 19 June 2007; Teacher C In-depth interview).

Moreover, she believed that grammar teaching was important, especially in English Reading-Writing because students could not write the sentence if they did not know grammar. Therefore, students were expected to be able to write for communication as she taught her students grammatical structures before letting them write sentences on their own. They were also trained to write simple sentences first and then a paragraph later (Teacher C Informal interview 11 June 2007; Teacher C Practices Observation No.2). In their work, they had to use grammar accurately and spell words correctly also.

T: ครูตรวจแบบชนิดที่ว่าในประโยคนั้น ฟังให้ดี ประโยคนั้นขึ้นต้น Capitalization

ผิด ครูไม่ให้คะแนนนะ คอให้เธอ ความหมายในประโยคถูก Spelling สะกดคำ มันน่า

โมโหมากเลยอะ wear เธอเขียนได้ยังไง w-e-r-e เพราะฉะนั้นผิดหนึ่งตัวไม่ให้เลย

นะคะ

*[When I gave points, listen carefully. First, capitalization. If you did not begin a word with a capital letter, I did not give you a point whether you wrote a correct sentence or not. Spelling. If you misspelled, I also did not give you any.]*

Teacher C Practices Observation No.3

Since she emphasized writing skills, a new course textbook – Weaving It Together – was chosen since it was relevant to the national educational standards, and it was also easier than the old one. Therefore, students would practise how to write a simple sentence on their own through several activities, such as looking at the pictures before writing the sentence. After each chapter, students were evaluated by both the objective and subjective tests (Teacher C Informal interview 19 June 2007; Teacher C In-depth interview).

### **Culture Teaching Practices**

Teachers' culture teaching practices were described in this part. They consist of teachers' cultural knowledge, culture content, teachers' roles, techniques, materials in culture teaching practices, methods in assessing students' culture learning, and teachers' beliefs in culture teaching practices.

#### **Teachers' Cultural Knowledge**

The data from the questionnaire first presented the participants' cultural knowledge, and then their culture teaching practices, consisting of five aspects: culture content, teachers' roles, techniques and materials, methods to assess culture learning, and teachers' problems in order to gain background information about teachers' cultural knowledge and their culture teaching practices.

The participants' cultural knowledge in various social interactions with Native speakers of English was measured through the first part of the questionnaire – the culture assimilators as they were asked to answer six questions in multiple choice format. In Table 7 below, the results of the participants' cultural knowledge are shown.

Table 7

*The cultural knowledge of three participants*

Item	Teacher A	Teacher B	Teacher C
1.	✗	✗	✓
2.	✓	✓	✗
3.	✓	✓	✓
4.	✓	✓	✓
5.	✗	✗	✓
6.	✓	✓	✓
Score	4	4	5

The findings show that Teacher C had the most cultural knowledge since she got 5 out of 6 points. She did not know only the social interaction of Canada (item 5). Teacher A and Teacher B got the same scores – 4 from 6 points. It showed that they did not know about social interactions of Britain (item 1) and Australia (item 4).

Besides, the participants' culture teaching practices were measured through the second part of the questionnaire. All participants were asked to rate the frequency of what they did when they taught culture in a five-point Likert rating scale, as well as to put a mark in the checklist. There were five components in culture teaching practices: culture content, teachers' roles, techniques and materials, methods to assess culture learning, and teachers' problems. The results of their culture teaching practices are presented in Table 8 - Table 12 below.

Table 8

*Culture content participants taught*

Culture Content	$\bar{x}$	S.D.
1. Geography/Places	3.33	0.58
2. Social interaction	4.00	0.00
3. Routine and actions from daily life	4.33	0.58
4. The moral and religious beliefs and values	3.33	0.58
5. Social life	4.33	0.58
6. History	3.00	1.00
7. Institutions	2.67	0.58
8. Cultural heritage	3.67	0.58
9. People and society in general	4.33	0.58
10. Stereotypes and national identity	3.33	0.58

*Note.* 5 = very often, 4 = quite often, 3 = sometimes, 2 = rarely, 1 = never

From the data of Table 8, the results show that the participants taught students three culture contents very often: routine and action from daily life, social life, and people and society in general. However, they only sometimes taught five cultural aspects: geography/places, the moral and religious beliefs and values, history, institutions, and stereotypes and national identity.

In Table 9 below, the findings of participants' roles in culture teaching are shown.

Table 9

*Roles participants took in culture teaching*

Cultural Knowings	Teacher's roles	$\bar{x}$	S.D.
- Knowing How	1. Model	4.67	0.58
	2. Coach	4.33	1.15
- Knowing About	3. Source	4.33	1.15
	4. Resource	3.67	0.58
	5. Arbiter	3.67	0.58
	6. Elicitor	3.33	0.58
- Knowing Why	7. Guide	3.00	0.00
	8. Co-researcher	3.33	0.58
- Knowing Oneself	9. Listener	3.67	0.58
	10. Witness	3.00	0.00
	11. Co-learner	3.33	0.58

*Note.* 5 = very often, 4 = quite often, 3 = sometimes, 2 = rarely, 1 = never

From the data of Table 9, it appears that participants took the roles as a Model, a Coach, and a Source very often, while they sometimes took the roles as an Elicitor, a Guide, a Co-researcher, a Witness, and a Co-learner.

Next, the findings of participants' techniques in culture teaching are presented in Table 10 below.



Table 10

*Techniques participants used in culture teaching*

Techniques	$\bar{x}$	S.D.
Fieldwork	3.67	0.58
Students Resource Notes (the Lecture)	3.67	0.58
Situations	3.67	0.58
Contrastive Analysis	3.33	0.58
Cultural Themes	3.67	0.58
Secondary Research Topics	3.33	1.16
Native Informants	3.00	0.00
Decreasing Stereotypic Perceptions	4.00	0.00
Using Readings and Relia for Cross-Cultural Understanding	4.33	1.16
Audiotaped Interviews	4.67	0.58
Artifact Study	2.67	0.58
Initial Overview to Set the Stage	3.33	1.16
Bulletin Boards and Displays	3.67	0.58

*Note.* 5 = very often, 4 = quite often, 3 = sometimes, 2 = rarely, 1 = never

The results from Table 10 show that participants used two techniques very often: Using Readings and Relia for Cross-Cultural Understanding, and Audiotaped Interviews. Whereas they sometimes used five techniques in their culture teaching: Contrastive Analysis, Secondary Research Topics, Native Informants, Artifact Study, and Initial Overview to Set the Stage.

In Table 11 below, the participants' methods to assess students' culture learning are presented.

Table 11

*The participants' methods to assess students' culture learning*

Methods	$\bar{x}$	S.D.
Criterion-Referenced Tests	3.00	0.00
Standardized Tests	3.67	0.58
Classroom Checklists	3.67	0.58
Simulations	3.67	0.58
Visual Tests	3.67	0.58
Audio Tests	3.67	0.58
Oral Exams	4.00	0.00
Tactile Tests	2.67	0.58

*Note.* 5 = very often, 4 = quite often, 3 = sometimes, 2 = rarely, 1 = never

From the data in Table 11, it seems that the participants sometimes used Criterion-Referenced Tests and Tactile Tests, while they used remaining methods quite often in their assessment.

The participants' problems in culture teaching are finally shown in Table 12 below.

Table 12

*Problems in culture teaching of the participants*

Statement	Teacher A	Teacher B	Teacher C
I feel I cannot spare time in an already overcrowded curriculum.	✓	✓	✗
I fear that I do not know enough about culture teaching.	✗	✗	✓
I do not want to deal with students' attitudes towards the second culture.	✗	✗	✓
I have a problem in deciding what aspects of culture to teach.	✓	✗	✗
I feel that students at lower proficiency levels are not ready for culture learning yet.	✗	✓	✗
I feel that popular culture is not worth teaching.	✗	✗	✗
I am faced with an absence of resources, a lack of cultural researches, documentation, and systematic descriptive accounts of cultural data.	✗	✗	✗

From Table 12, it appears that Teacher A and Teacher B felt that they could not spare time to teach culture, while Teacher C was the only participant who feared that she did not know enough about culture teaching, she also did not want to deal with students' attitudes towards the second culture.

From all of the above, it could be seen that Teacher C had the most cultural knowledge. In culture teaching practices, all participants taught students culture content by using several methods and materials. They took many roles in class when teaching culture, and they also assessed their students' culture learning regardless of their problems in culture teaching.

However, the data from the observations showed that the participants did not teach students as they reported in the questionnaire. The summary of the participants' culture teaching practices, consisting of culture content, roles, techniques, materials, and methods to assess students' culture learning are presented in Table 13 as follows:

Table 13

*The summary of the participants' culture teaching practices*

Culture Teaching Practices	Teacher A	Teacher B	Teacher C
1. Cultural knowledge	4 from 6 points	4 from 6 points	5 from 6 points
2. Culture content	- Did not teach 4 culture contents: (1) geography/places, (2) the moral and religious beliefs and values, (3) social life, and (4) stereotypes and national identity.	- Do not teach 3 culture contents: (1) geography/places, (2) social life, and (3) stereotypes and national identity.	- Taught all culture content
3. Teachers' roles	- Do not take the roles under Knowing Why and Knowing Oneself	- Do not take the roles under Knowing Oneself.	- Took the roles in all four Cultural Knowings
4. Techniques in culture teaching practices	- Used 5 techniques: (1) Initial Overview to Set the Stage, (2) Ad Hoc Culture Notes, (3) Contrastive Analysis, (4) Using Readings and Relia for Cross-Cultural Understanding, and (5) Situations	- Used 4 techniques: (1) Initial Overview to Set the Stage. (2) Ad Hoc Culture Notes, (3) Contrastive Analysis, and (4) Students Resource Notes (the Lecture)	- Used 5 techniques: (1) Initial Overview to Set the Stage, (2) Ad Hoc Culture Notes, (3) Contrastive Analysis, (4) Using Readings and Relia for Cross-Cultural Understanding, and (5) Deriving Cultural Connotations
5. Materials in culture teaching practices	- Used the course textbook as main material	- Used CDs and VCDs as main materials	- Used the course textbook as main material

Table 13 (Continued)

*The summary of the participants' culture teaching practices*

Culture Teaching Practices	Teacher A	Teacher B	Teacher C
6. Methods to assess students' culture learning	- Used Criterion-Referenced Tests: multiple choice	- Used Criterion-Referenced Tests: multiple choice	- Used Criterion-Referenced Tests: multiple choice and true/false
7. Beliefs in culture teaching practices	<ul style="list-style-type: none"> <li>- Students could learn culture in the course textbook themselves.</li> <li>- Culture content was separated from her subject and they also should be taught in other subjects instead.</li> <li>- Most students knew the western culture quite well.</li> <li>- She felt that she could not spare time to teach culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Students knew their own culture less than western culture.</li> <li>- Students at lower proficiency levels were not ready for culture learning yet.</li> <li>- She felt that she could not spare time to teach culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Female students were interested in language and culture.</li> <li>- She did not want to deal with students' attitudes towards the second culture</li> <li>- She feared that she did not know enough about culture teaching.</li> </ul>

Contrary to the questionnaire, the findings from observations and interviews showed that there was the only one participant who taught all culture contents. All of them did not cover all roles under Cultural Knowings. They neither used various techniques and materials nor selected several methods in assessing students' culture learning as they reported. Also, they taught culture based on their beliefs. The details of the participants' culture teaching practices are described as follows:

## Culture Content

In three English subjects, students were taught various cultural aspects. The findings for what culture contents all participants had taught in their subjects are summed up below in Table 14.

Table 14

*Culture contents that participants taught*

Culture Content	Teacher A	Teacher B	Teacher C
1. Geography/Places	x	x	✓
2. Social interaction	✓	✓	✓
3. Routine and actions from daily life	✓	✓	✓
4. The moral and religious beliefs and values	x	✓	✓
5. Social life	x	x	✓
6. History	✓	✓	✓
7. Institutions	✓	✓	✓
8. Cultural heritage	✓	✓	✓
9. People and society in general	✓	✓	✓
10. Stereotypes and national identity	x	x	✓

*Note.* Teacher A teaching Foundation English, Teacher B teaching English Listening-Speaking, Teacher C teaching English Reading-Writing

The data in Table 14 shows that Teacher C was the only one who taught all culture content. On the other hand, Teacher A and Teacher B did not teach culture content as they rated in the questionnaire. As an illustration, they did not teach the same cultural aspects including geography/places, social life, and stereotypes and national identity. Also, the culture content of the moral and religious beliefs and



values was not taught in Teacher A's subject. Further information about culture content is presented as follows:

The first cultural aspect was geography/places dealing with significant geographical factors within the national boundaries, and other factors which included information for outsiders, such as physical location. Teacher C was the only participant who taught this content through Unit Two of the course textbook. She taught students about Brasilia which is the new capital city of Brazil, Iceland, and other significant places, such as the Sears Tower in Chicago and the Transamerica Building in San Francisco, through exercises of this chapter (Teacher C Practices Observation No.3, No.4, No.5, No.6).

The second culture content was social interaction involved in verbal and non-verbal behavior at different levels of familiarity. All participants taught this cultural aspect in their courses. In Foundation English, students learnt verbal behavior such as interjection. Teacher A taught her students how words, "I would...", and "Gee!" were used, but she did not teach her students about levels of familiarity (Teacher A Practices Observation No.2, No.7).

In English Listening-Speaking, students learnt both verbal and non-verbal behavior. They watched a VCD of "How to speak English in the right manner" by Tony Carney and Greg Eismann, which Tony Carney was an American host. An example was one of tracks, namely, What's Up? They learnt that "what's up?" could be used in informal greeting with close friends. After watching the VCD, students were expected to be able to use English appropriately for communicating with foreigners in various situations as well as to understand the western customs and culture, which would enhance cross-culture communication. Also, they would practise

their listening and speaking skills at the same time (Teacher B Informal interview 3 September 2007).

In English Reading-Writing, when students practised writing sentences, Teacher C taught them about a polite word, "please", so they knew how to use this word not only in writing, but also in verbal behavior (Teacher C Practices Observation No.1).

The third cultural aspect was routine and actions from daily life, concerning how people live, what they think, value and do, which was taught by all participants. In Foundation English, Teacher A taught students about household chores. They had to survey what household chores they liked or disliked in order to compare with Americans. Besides, in one class, Teacher A explained to her students why western people need to have a chimney in their house, when she taught students a dialogue about a fat man who was stuck in the chimney (Teacher A Practices Observation No.1, No.7).

In English Listening-Speaking, Teacher B told students about country codes and area codes when students learnt how to say numbers, such as a telephone number. Also, they learnt about routine and actions from daily life of American people through the course textbook as students guessed an average number of American people's actions from daily life, such as receiving birthday presents, before listening to the answers from the CD (Teacher B Practices Observation No.1). In addition, students were taught through a VCD "How to speak English in the right manner" as mentioned earlier. For example, in a track of Body and Culture, they learnt that it was acceptable among Westerners to use a foot in pointing at things (Teacher B Informal interview 3 September 2007).

In English Reading-Writing, Teacher C taught students what the Chinese thought and what they did on New Year's day. When older people gave children gifts or money, as an example, children would pay respect to the older by kneeling down and pressing their forehead on the ground, called "Kowtow" (Teacher C Practices Observation No.1). Students also read the story about sleep, in which they learnt a fact about sleeping. Additionally, it was associated with people's beliefs about nightmares, in that one had a nightmare because of eating too much (Teacher C In-depth interview).

Another culture content was the moral and religious beliefs and values involving routine and actions. It was not taught only in Foundation English. In English Listening-Speaking, Teacher B told her students that foreigners prayed before going to sleep (Teacher B Practices Observation No.4). Students also learnt this culture content through a VCD "How to speak English in the right manner"; in a track called Bless You, "bless you" was said after one sneezed since foreigners believed that it could shield one against evil's invasion (Teacher B Informal interview 3 September 2007).

In English Reading-Writing, Teacher C taught students religious reasons behind people's birthday celebrations. Students also learnt about other holidays, such as Thanksgiving (Teacher C In-depth interview).

The fifth culture content – social life was associated with institutions of socialisation, the life-cycle, and the ceremonies through stages of social life. It was taught only in English Reading-Writing. Teacher C taught students what people thought and what they did to celebrate their birthdays (Teacher C In-depth interview).

The next one was history, dealing with the significant historical developments of the country or region, including the history of minorities, as well as the historically

significant symbols, notable events and trends, and the main historical personalities, and critical issues, past and present. This culture content was taught in all courses. In Foundation English, Teacher A taught it through stories in the course textbook. The first story was about schools in ancient Greek, Roman, and Aztec times. Another story was about the historical development of traffic in America (Teacher A Practices Observation No.1, No.2).

In English Listening-Speaking, Teacher B taught students history by giving them the information about The Beatles, specifically John Lennon as well as events in Lennon's life (Teacher B Practices Observation No.4).

In English Reading-Writing, Teacher C taught students through stories in the course textbook about historical development of the new capital of Brazil – Brasilia, and about the origin of the birthday song (Teacher C Practices Observation No.3; Teacher C In-depth interview).

Another culture content was institutions – institutions of the state including the values and meanings they embody. They consisted of the system of government, the educational system, social welfare, economic institutions, the military and the police, religious institutions, political parties, and the media. All participants taught it in their courses. In Foundation English, students were taught about schools in ancient time (Teacher A Practices Observation No.1).

In English Listening-Speaking, Teacher B told students about being appointed a member of the Order of the British Empire (MBE) by Queen Elizabeth II when she taught them about The Beatles (Teacher B Practices Observation No.4).

In English Reading-Writing, Teacher C taught students that Juscelino Kubitschek was the president of Brazil when they read the story about Brasilia (Teacher C Practices Observation No.3).

The next cultural aspect was cultural heritage dealing with knowledge about and an appreciation of artists, musicians, and writers and their works. Also included was knowledge of other great figures and their achievements, as well as literature, fine art, drama, or the cinema, and cultural artifacts from past and present. All participants also taught it in their courses. In Foundation English, when students had to listen to the song – “Yesterday”, Teacher A gave her students some information before she translated the meaning of the song that “Yesterday” was an old song by The Beatles who were the original singers (Teacher A Practices Observation No.6).

In English Listening-Speaking, Teacher B used a Walt Disney cartoon – Sleeping Beauty which students watched in class and answered questions about the story later. Furthermore, she taught students by using a song, “Beautiful Boy” by The Beatles. Students had to listen to the song and fill in the missing words in the lyrics before they translated the meaning with her. After that she used a movie, “Mr. Holland’s Opus” which used this song to teach students (Teacher B Practices Observation No.3, No.4; Teacher B Informal interview 17 July 2007).

In English Reading-Writing, Teacher C taught students that Oscar Niemeyer was a famous architecture who made the plan for the new capital city of Brazil (Teacher B Practices Observation No.3, No.4). When she taught about birthdays, she taught them about the birthday song (Teacher C In-depth interview).

For people and society in general – significant groups in the nation including social class, regional identity, professional identity, economic identity, ethnic minority and age differences. It was taught in all courses. In Foundation English, Teacher A taught students about schools in ancient time. In this story, students would see that only the people from the wealthy families went to school (Teacher A Practices Observation No.1).



In English Listening-Speaking, Teacher B used a movie, "Mr. Holland's Opus" which students would see the teacher's responsibilities in a school (Teacher B Informal interview 17 July 2007).

In English Reading-Writing, Teacher C taught this culture content through the course textbook. Students learnt about age differences from the story, that Chinese children would pay respect to elders by kneeling down and pressing their forehead on the ground, called "Kowtow". Also, they learnt about social class from another story, that poor people lived outside of Brasilia in a slum. (Teacher C Practices Observation No.1, No.3, No.4).

The final culture content was stereotypes and national identity dealing with the origins of the 'typically' national identity, symbols of national identity, and stereotypes and their meanings. Teacher C was the only participant who taught it through the story in the course textbook. Students learnt about the general information of Iceland, such as language, and population. They also learnt that the Islanders worked hard in order to get more and more money because they wanted to have a high quality of life. Therefore, they were the hardest workers in Europe. (Teacher C Practices Observation No.5, No.6).

In summary, 6 of 10 culture contents, including social interaction, routine and actions from daily life, history, institutions, cultural heritage, and people and society in general were taught in all subjects, whereas 2 of 10 culture content, including geography/places, social life, and stereotypes and national identity were taught in English reading-writing only.



### Teachers' Roles in Culture Teaching Practices

In culture teaching, participants selected different key roles to take in the class due to what Cultural Knowings they taught their students. Based on Moran (2001) as mentioned earlier in Chapter II, teachers' key roles in culture teaching were classified into four aspects depending on the culture learning objectives: (1) Knowing How: the teacher played roles as a Model and a Coach in helping learners acquire the cultural behaviors or skills. (2) Knowing About: the teacher played roles as a Source, a Resource, an Arbiter, and an Elicitor in helping learners acquire the cultural information. (3) Knowing Why: the teacher played roles as a Guide, and a Co-researcher in helping learners acquire cultural explanations, and (4) Knowing Oneself: the teacher played roles as a Listener, a Witness, and a Co-learner in helping learners acquire self-awareness. The findings for what roles each participant took in culture teaching are summed below in Table 15.

Table 15

*Each participant's roles in culture teaching practices*

Cultural Knowings	Teacher's roles	Teacher A	Teacher B	Teacher C
- Knowing How	1. Model	✓	✗	✓
	2. Coach	✓	✓	✓
- Knowing About	3. Source	✓	✓	✓
	4. Resource	✗	✗	✗
	5. Arbiter	✓	✗	✓
	6. Elicitor	✓	✓	✓
- Knowing Why	7. Guide	✗	✓	✓
	8. Co-researcher	✗	✓	✓

Table 15 (Continued)

*Each participant's roles in culture teaching practices*

- Knowing Oneself	9. Listener	x	x	x
	10. Witness	x	x	x
	11. Co-learner	x	x	✓

*Note.* Teacher A teaching Foundation English, Teacher B teaching English Listening-Speaking, Teacher C teaching English Reading-Writing

From the data in Table 15, it appears that Teacher C was the only one who took the roles in all four Cultural Knowings. Teacher A did not take the roles under Knowing Why and Knowing Oneself and Teacher B did not take the roles under Knowing Oneself. Moreover, all participants did not take the roles of being a Resource, a Listener, and a Witness.

In addition, all participants did not take the roles in culture teaching that they rated in the questionnaire. For example, Teacher A reported that she quite often took the roles of a Resource, and a Listener. She also sometimes acted as a Guide, a Co-researcher, a Witness and a Co-learner. Teacher B reported that she quite often took roles as a Resource, an Arbiter and a Listener. She sometimes acted as a Witness and a Co-learner as well. Furthermore, Teacher C reported that she sometimes took roles as a Source, a Listener, and a Witness. The details of participants' roles in culture teaching practices are described follow.

In the first aspect of Cultural Knowings – Knowing How, Teacher A and Teacher C took both roles as a Model and a Coach. Teacher A was the only one who sometimes combined two roles of Knowing How together, but Teacher C rarely took these roles. Teacher B was the only one who did not take the role as a Model, and she rarely took the role as a Coach.

For the role as a Model, participants demonstrated the cultural behaviors to the students. For example, Teacher C demonstrated how to bow to her students.

T: O.K. Touch the ground นะคะ เหมือนเพื่อนทำคือครูฝึกภาพไม่ออกนะตอนแรกครูฝึกว่ายืน... ที่ครูแสดงให้หนูดูว่าอันนั้นครูดูว่าอันนั้นครูแสดงความหมายคำว่า to bow ไซ้มัย แล้วเค้าก็ทำ xxx ลงไป พอบอกว่าทำ เอ้อ Kowtow เค้านั่งลงทำ แล้วหน้านี่คือแตะพื้นเลขซึ่งถูก หน้าผากก็แตะพื้นเลขนะคะ

[O.K. Touch the ground *like your friend did. At first, I could not imagine how it was done, I thought it was to stand... that I showed you was to bow, right? And she xxx when I told her to perform “Kowtow”, she sat down and her forehead touched the ground. That is correct.*]

#### Teacher C Practices Observation No.1

In a role as a Coach, participants told the students what to do as they performed the cultural behaviors in class. As an example, Teacher B told students to sing a song in class.

T: อ๊ะ มีคำไหนที่อ่านไม่ออกมั้ยะ [เสียงเทป]... อันนี้ไม่ใช่... อันนี้เป็นเพลงนึงนะคะ อันนี้แต่งเพลงสำหรับผู้หญิง ชื่อเพลงชื่อว่า Woman นะคะ แต่ยังไม่ได้อ่านให้ฟังนะ ให้ฟังเพลงนี้... อ่ะมาแล้ว เดียวใครไม่ขยับปากนะให้ร้องเดี๋ยว

[*Which words can you not pronounce? (Tape)... That is not it... this song was named “Woman”, but I do not want you to listen*]

*to. Listen to this song... Here it comes. Those who do not sing, I will ask them to sing individually.]*

Ss: โหย

[No.]

T: เพราะว่าก็ร้องได้ เพลงเนี่ยนะคะ เอ้าเร็ว นิ่ง-สอง-ช้า [เสียงเทป]... เอ้าร้องตามด้วยละ

[Because you can sing this song. One-two-three. (Tape)... Sing.]

#### Teacher B Practices Observation No.4

Another example was Teacher C who asked one student to perform the action, “Kowtow”.

T: O.K. Next question (ชื่อนักเรียน) xxx (ชื่อนักเรียน) อยู่ไหนคะ? (ชื่อนักเรียน) เอ้อ Do you know the meaning of “Kowtow”? What does it mean, “Kowtow”?... In English.

[O.K. Next question. (Student's name). xxx (Student's name). Where are you? (Student's name). Eh. Do you know the meaning of “Kowtow”? What does it mean, “Kowtow”?... In English.]

S: It means to touch the ground with the forehead.

T: To touch the...

S: Ground with the forehead.

T: Ground with the forehead. Can you do this?... To touch the ground. O.K.

S: ออกมาหรือ?

[*In front of class?*]

T: You can do it.

S: ให้นูทำจริงหรือ?

[*Do I really have to?*]

Ss: (หัวเราะ)

[*Laugh.*]

S: ให้นูทำจริงหรือ?

[*Do I really have to?*]

T: จริงสิคะ

[*Yes.*]

#### Teacher C Practices Observation No.1

Additionally, Teacher A was the only one who combined the two roles of Knowing How as a Model and a Coach. For instance, she demonstrated the cultural behaviors as well as explained to the students what to do as they performed the cultural behaviors.

T: อันนี้ก็เป็นเสียงภาษาไทยบอก อี้ ะไรอย่างเงี้นะอะ Gee!

[*This is like when we say "Eee" in Thai. Gee!*]

S: แปลว่าอะไรอะ?

Ss: Gee!

[*What does it mean?*]

T: อี้ อี้ ะไรอย่างเงี้นะอะ ภาษาไทยนักเรียนบอกอ้อมันแปลว่าอะไรละ มันต้องมีต้องมี

ความ xxx บอก อี้ อี้ ะไรอย่างเงี้นะ เป็นเสียงเอ้อ ะไรอย่างเงี้นะ

[“Eee” something like this. When you say “Eee”, what does it mean? It xxx It is just a sound like “Eew”.]

Ss: (หัวเราะ)

[*Laugh.*]

T: แต่ถ้าภาษาอังกฤษเราบอกว่า Gee! อะ นักเรียนทำเสียง Gee!

[*But in English, we say Gee! Class, Gee!*]

Ss: Gee!

#### Teacher A Practices Observation No.7

In another aspect of Cultural Knowings – Knowing About, all participants did not take the role as a Resource, but all of them took the roles as a Source and an Elicitor. Additionally, Teacher B was the only one who did not take the role as an Arbiter. In the role as a Source, all participants took it very often. In the role as an Elicitor, on the other hand, Teacher B and Teacher C sometimes took it, and Teacher A rarely took it. In the role as an Arbiter, Teacher A and Teacher C took it very often.

For the role as a Source, participants provided cultural information to their students. To give an example, Teacher A told the students about a chimney.

T: ปล่องไฟจะมี ไอ xxx On the cold country, the house is very cold.

We have... they have chimney in their house.

[*A stream comes out of a chimney xxx In a cold country, the house is very cold. We have... they have chimney in their house.*]

#### Teacher A Practices Observation No.7



Another illustration was Teacher B telling the students in Thai about John Lennon's life history as well as his works.

T: เมื่อกี้ได้ขึ้นเพลง Imagine นี่เป็นเพลงที่ทุกๆ คนแล้วก็ทุกคนบอกว่าเป็นเพลงที่ดังมาก นะคะ อันนี้เป็น เป็นเพลงส่วน เค้าเรียกว่าเป็นอัลบั้มส่วนตัวของ John Lennon นะคะ ซึ่งตอนหลังแยกวงออกมา... นะคะ ตอนหลังแยกวงออกมาก็ xxx คายเป็นคนแรกเลยคะ อันนี้ก็ตายไปเรียบร้อยแล้วนะคะ ต้องแจ้งให้ทราบว่าเค้าตายไป เรียบ เรียบเรียบร้อยแล้ว เดี่ยวเวลาดูในหน้าที่ครูให้ดูสอบแล้วจะไม่เข้าใจ... เค้าโดนลอบสังหารนะคะ เค้าโดน assassinate ก็คือโดนลอบสังหารจากคนวิกลจริต คิดว่าตัวเองนะคะ ในที่สุดตอนนี้เค้าคนไอ้คนที่ยิงเนี่ย ถูกจำคุกไปแล้วนะคะ xxx คงปล่อยแล้ว นะคะ หลังจากที่ติดคุกไป นะคะ เพราะฉะนั้นตอนนั้นที่ John Lennon ตายเนี่ย ก็ค่อนข้าง xxx กับวงการเพลงพอสมควรนะคะ มีหลายๆ คนที่ศรัทธา ในตัวเค้าเนี่ยนะคะ แล้วก็รู้สึก hurt มากเลยที่ เออ เจ้าพ่อวงการเพลงต้องมาตาย นะคะ เพลงแต่ละเพลงของเค้าเนี่ยมีความหมายดีมากนะคะแล้วก็ผู้แต่งเพลง Beautiful Boy เอ้า พูดถึงเพลงนี้นะคะ เพลงมีที่มาจากไหน...

*[That song is called "Imagine". Everyone says that it is very famous. That is John Lennon's single album. After he left the Beatles, he was the first one who died. He was assassinated by a man who had a mental disorder. Finally, the murderer was in prison xxx. When he died, it was quite xxx. There were many*

*people who believed in him and felt sad that the king of music was dead. Each of Lennon's song was very meaningful.]*

Teacher B Practices Observation No.4

When Teacher C performed the role as a Source, for instance, she told the students how the word – “please” was used and where it was placed in a sentence.

T: คำว่า please นั้นเป็น polite word ใช่มั้ย เราจะใช้... เมื่อเราต้องการให้เค้าทำอะไร  
ให้เราอย่างสุภาพ จะอยู่หลังประโยคหรือหน้าประโยคก็ได้  
[“Please” is a polite word, right? We will use... when we ask someone politely. It can be placed before or after a sentence.]

Teacher C Practices Observation No.1

For the role as an arbiter, participants evaluated students’ comprehension of the cultural information in class by asking them some questions after they read the passages. Teacher A contrasted with Teacher C in the role as an Arbiter; they differed in the way they asked questions. Teacher A would ask volunteers to answer her question.

T: ที่นี้ก่อนที่จะไปตรง Schools in ancient times ตรงที่ครูสอนไปแล้ว แต่ยังไม่ได้  
เปิดเทปให้ฟัง ก็ถามก่อน ไหนใครอยากตอบยกมือ  
[Before learning about “Schools in ancient times”, I will ask you some questions. Who wants to answer? Raise your hand.]

Teacher A Practices Observation No.1

Teacher C, on the contrary, would choose students to answer her questions.

T: I will give you five minutes to read silently. อ่านในใจนะคะ And then, I will give you some question to answer xxx นะคะ เดี่ยวครูจะถาม xxx ตอบคำศัพท์ พยายามเก็บใจความเนื้อหาให้ได้... นะคะ นักเรียนตอบ

[I will give you five minutes to read silently. *Read silently.* And then, I will give you some question to answer xxx. *I will ask you xxx answer about vocabulary. Try to comprehend the text... answer.*]

#### Teacher C Practices Observation No.1

According to the role as an Elicitor, all participants used it and mostly combined it with the role as a Source as participants asked students to share what they knew about the cultural information; however, if they did not know, participants would switch back to their role as a Source. Moreover, Teacher C was the only one who also used other roles.

To illustrate, when Teacher A performed the role as an Elicitor, she asked students what they knew about the song by The Beatles. When she saw that they did not know, she gave them some information.

T: เพลงนี้เป็นเพลงเก่าแล้วละ แล้วก็มี นักร้องที่มาร้องหลายวงด้วยกัน แต่อันนี้คือ

Original. Original คืออะไรคะ?

*[This is an old song. There are many singers singing this song, but this one is original. What does original mean?]*

Ss: ของแท้

*[Real.]*

T: อ้อ ของแท้ โดยคณะ The Beatles นะคะ ไม่ทราบใครรู้จักบ้าง The Beatles?

*[Ah. Real. By The Beatles. Who knows The Beatles?]*

Ss: ...

T: ไม่รู้เลย... ไม่รู้จักต้องฟัง เรามาลองฟังกันดู [เสียงเทป]

*[Do not know... Do not know. You must listen. Let us listen.]*

[นักเรียนฟังเทป]

T: จบแล้ว ดูในนี้ เคยได้ยินยัง?... หา? เคยได้ยินเพลงนี้บ้างมาบ้างมั๊ย?

*[Finish. Look at here. Have you ever listen to this song?... Hmm?*

*Have you ever listen to this song before?]*

Ss: ไม่เคย

*[Never.]*

T: ไม่เคยเลยเหรอ ไหนใครเคย? Who have ever heard this song before? ยก

มือ Raise your hand up. นะฮะ อันนี้ก็เพลงเก่าโบราณสมัยคุณพ่อคุณปู่

ประมาณนั้นได้เลย

*[Never? Who has ever? Who have ever heard this song before?*

*Raise your hand. Raise your hand up. This is an old song.]*

An illustration of Teacher B was that she asked students what the country code of Thailand was and she had to tell them later because they did not know.

T: eight-eight-six เล้าบอกว่ eight-eight-six เล้าเป็นอะไร?

[eight-eight-six. *It is eight-eight-six. What is it?*]

Ss: Country code.

T: Country code ของเร Country code คืออะไร?

[*Our country code. What is a country code?*]

Ss: xxx

T: Country แปลว่าอะไร?

[*What does country mean?*]

Ss: ประเทศ

[*Country.*]

T: เอ แล้ว ศูนย์สองเป็นของอะไร?... ศูนย์สองเดิมทีไหน?

[*Well. And where zero-two is belonged to?... Where do you place zero-two?*]

Ss: บ้าน/กรุงเทพ

[*Home./Bangkok.*]

T: เบอร์กรุงเทพ... ถามประประเทศ ถามประเทศ หกหก...six-six นะคะ

[*Bangkok... Ask about country six-six... six-six.*]

Ss: six-six

T: หกหกนะคะ หกหก เพราะฉะนั้นอันนี้ ทำไมคะ country code คือ eight-eight-six

[*six-six. six-six. So, this is why? Country code is eight-eight-six.*]

Ss: xxx

T: สองสองสามสามสี่ เรียกว่าอะไร code?

[*two-two-three-three-four. What are these called?*]

Ss: Area code.

T: Area code นะคะ

#### Teacher A Practices Observation No.1

Teacher C was different from the other participants as she would switch her role as an Elicitor to other roles, such as a Source, and a Co-learner. In class, she asked students a question about the population of Bangkok and engaged in their cultural exploration, and she gave them the cultural information when they could not answer it as well as shared her own processes of cultural learning – how she knew a number of population.

T: Iceland has a population of about a quarter of a million people. นะ

About ก็ ถ้ามันไม่ fix number ลงไปคือจำนวนที่แน่นอนให้ใส่คำว่า

[Iceland has a population of about a quarter of a million people.

About. *If it is not a certain number, we use.*]

Ss: About.

T: . About. ประมาณ

[About. *About.*]



T: เศษหนึ่งส่วนสี่ของหนึ่งล้านคนเท่าไรอะ?

*[What is one-fourth of one million equal to?]*

T: สองแสนห้า

Ss: สองแสนห้า

*[Two hundred and fifty thousand.]*

T: เท่านั้นเองนะ ทั้งประเทศนะคะสองแสนห้า... กรุงเทพฯเรามีประชากรเท่าไรเนี่ย?

*[That is all two hundred and fifty thousand... How many people are in Bangkok?]*

S: สามล้าน

*[Three million.]*

T: อู้ย เกิน

*[More.]*

Ss: หกสิบล้าน/หกสิบล้าน

*[Six billion./ Six billion.]*

T: Do you know how many people in Bangkok? ทายซิ

*[Do you know how many people in Bangkok? Guess.]*

Ss: xxx

T: You don't know... เดากันไปใหญ่เลย แต่ไม่ใช่สองล้านแน่ About eight million.

*[You don't know... Guess randomly, but it is not two million for sure. About eight million.]*

Ss: โห

*[Wow.]*

T: ครู xxx กับตัวเลขนี้มากเลยเพราะว่า เอ้อ เวล่านักเรียนที่เค้าจะไปต่างประเทศเนี่ย เค้าจะให้เขียนเกี่ยวกับ เมืองที่ตัวเองอยู่ว่ามีประชากรเท่าไร เชื่อมั้ยว่ากรุงเทพฯมีประชากรมากกว่าประเทศบางประเทศทั้งหมด

*[I xxx with this number because when ones go abroad, they need to write about their own town, a number of population. Do you believe that the population in Bangkok is more than all the population of some countries?]*

#### Teacher C Practices Observation No.6

In the next aspect of Cultural Knowings – Knowing Why, Teacher A was the only one who did not take the roles whilst both Teacher B and Teacher C took all roles. For the role as a Guide, Teacher B rarely took it and also combined it with the other roles, whereas Teacher C sometimes took it. Moreover, both Teacher B and Teacher C sometimes took the role as a Co-researcher.

In the role as a Guide, participants asked students questions and helped them discover the culture embedded in the text. Furthermore, some of them combined it with the other roles. For instance, Teacher B asked students questions and helped them to discover the culture. She additionally took this role with the other roles – a Co-researcher and a Source, as she shared her own explanations with her students as well as provided them with the cultural information later.

T: ที่ดูผ่านไปเมื่อที่เนี่ยที่เค้ามาเป็นภาพการ์ตูนมานะมันคืออะไร คือเค้าต้องการสื่อให้นักเรียน ทราบอะไร?

*[What does this cartoon want to express? What does it want you to know?]*

S: บางคนพูดภาษาอังกฤษไม่ได้

*[Some people cannot speak English.]*

T: เหนือ? เกิดอะไรขึ้น?

*[Hmm? What happened?]*

Ss: บางคนพูดภาษาอังกฤษไม่ได้/สื่อสารกันไม่รู้เรื่อง

*[Some people cannot speak English./They cannot communicate.]*

T: สื่อสารกันไม่รู้สื่อสารรู้อ้างแต่ว่าเกี่ยวกับอะไรคะ?

*[They can communicate, but just a little. What is it about?]*

S: ภาษาอังกฤษ

T: เกี่ยวกับอะไร?

*[English.]*

*[What is it about?]*

S: สำเนียง

*[Accent.]*

T: เกี่ยวกับการออกเสียงคือคำ ตอนแรกเลยคือคำอะไรกับคำอะไร?

*[About pronunciation. That is a word. At first, what are those words?]*

Ss: soap-soup.

T: Soap. แล้วต้องการ soap ถูกมั๊ยคะ แต่ว่าทำไมคะคนฟัง

*[Soap. He wants soap, right? But a listener.]*

S: ฟังเป็น soup

*[Listen to be soup.]*

T: เข้าใจผิดคิดว่าเป็น

[*Misunderstand to be.*]

Ss: Soup.

T: Soup นะคะ อีกอันนี่คืออะไร?

[*Soup. What is the next?*]

S: Gun.

T: Gum. แต่เข้าใจผิดว่าเป็น

[*Gun. But, he misunderstands it to be.*]

Ss: Gun.

T: Gun. เพราะฉะนั้นการออกเสียงภาษาอังกฤษ นะคะ บอกให้ทราบเลยว่า มันเป็นการสื่อสาร นะคะ เพราะฉะนั้นถ้านักเรียน ออกเสียงผิด คนที่ฟัง เจ้าของภาษาที่ฟัง ก็จะเข้าใจความหมายผิด นะคะ เพราะว่าความหมายของมันทำไมคะ บางคำบ้างคำมันออกเสียงใกล้เคียง ไกล่ ไกล่กันหรือคำบางคำเนี่ยอย่างเช่นคำว่า Foot กับ Food. F-double o-d กับ F-double o-t เนี่ย นะคะ ถ้าเธอออกเสียงแบบ แบบพวกเราเราคือไม่ได้เน้น การออกเสียงท้ายคำ นะคะ โอ้วอันนี้อัดซั่มฟู้ด ฟูดอย่างนี้เรื่อยๆ นะคะ มันแปลไปได้หลายความหมายตั้งแต่ Foot ค ที่แปลว่าเท้า ฉันอยากจะกินเท้า

[*Gun. So English pronunciation. I tell you that it is communication. So if you mispronounce, the listener, a native speaker will misunderstand. Why? Some words are pronounced quite similar, such as foot and food. F-double o-d and F-double o-t ...If you pronounce like a Thai, you do not focus on*

*pronouncing final sounds. Like I want to eat some food. It can mean a foot. I want to eat a foot.]*

Ss: (หัวเราะ)

[*Laugh.*]

T: ฉันอยากจะกิน food เพราะฉะนั้น ที่ห้องเราเนี่ยจะต้อง อ่า ไปฝึกอ่านกับอาจารย์ (ชื่ออาจารย์) เนี่ยนักเรียนสังเกตว่า อาจารย์เน้นให้นักเรียนอ่านออกเสียงให้ชัดเจน นะคะ เพราะฉะนั้นเวลาพูดก็เหมือนกันถ้าออกเสียงไม่ชัดเจนความหมายจะผิดเพี้ยนไป นะคะ สิ่งที่นักเรียน ละเว้น เวลาพูดภาษาอังกฤษ ก็คือการอ่านออกเสียงท้ายคำ จะไม่ออกอ่านออกเสียงท้ายคำบางที นะคะ พูดไปเลยเฉยๆ คืออ่านไปเลยนะฮะ ห้องเรานี้ตั้งถูกตั้งมาหลายคนแล้วสำหรับการอ่านกับอาจารย์นะคะ เพราะฉะนั้นอันนี้เป็นพื้นฐานเวลาพูดนะคะ และเวลาพูดนี้ไม่ต้องละถ้าละลักพูด ค่อยๆ พูดก็ได้ฝรั่งเค้าเข้าใจค่ะว่าเราเป็นคนไทย เราพูดได้สินะคะ แล้วก็ดีมากแล้ว ญี่ปุ่นที่มา พูดภาษาอังกฤษไม่ได้เลยนะฮะ ญี่ปุ่นที่มาเมื่อวันศุกร์ที่แล้ว พวกเรา คงไม่ ไม่ได้มีโอกาสแต่บางคนอาจจะได้เข้าไป นะคะ แต่พูดภาษาอังกฤษในวัยรุ่น รุ่นๆ อย่างเธอเนี่ยพูดภาษาอังกฤษสื่อสารกันไม่ได้เลย นะคะ เพราะฉะนั้นเนี่ย xxx มีความคิดว่า ว่า เออเด็กไทยเรานี้ ยังมีความรู้ภาษาอังกฤษมากกว่าเด็กญี่ปุ่นบาง บางคนอย่างกลุ่มที่มานี้พูดภาษาอังกฤษไม่ได้เลย สื่อสารกันไม่ได้สินะคะ อาจจะเป็นเพราะว่าเค้าเป็นเมือง เค้าเป็นเมืองที่ชาวตะวันตกด้วยนะคะ แต่ว่าจริงๆ แล้วภาษาอังกฤษมันก็เป็นอินเตอร์เพราะฉะนั้นก็ นะฮะ ต้องรู้ไว้

*[I want to eat some food, so you have to practice your pronunciation with (Teacher's name). You can notice that she focuses on clear pronunciation, so when you speak, if you do not pronounce clearly, the meaning will change. When you speak English, pronounce final sounds... This is a base. And in speaking, you can speak slowly to foreigners because they know that you are Thai. We speak well... Japanese teenagers cannot speak English, so xxx I think that Thai teenagers know more than Japanese. It may be possible that they are nationalistic. But, actually English is an international language, so we need to know.]*

Teacher B Practices Observation No.5

On the other hand, Teacher C only asked students questions and helped them to discover the culture.

T: นักเรียนได้ข้อคิดจากตรงนี้อะไร อย่างหนึ่งที่ว่าเป็นคำศัพท์ของบทเรื่องด้วย

*[What idea do you get?]*

S: xxx

T: คน Iceland เป็นไง?

*[What are Islanders?]*

Ss: อ่านหนังสือ

*[Read books.]*

T: อ่านหนังสือเยอะ Read a lot.



[*Read a lot. Read a lot.*]

Ss: Work hard

T: Work hard... แต่มีคุณภาพชีวิตยังไง? A quality of life is

[*Work hard... but how is a quality of life? A quality of life is*]

Ss: xxx

T: Very high นะ

#### Teacher C Practices Observation No.5

For the role as a Co-researcher, participants engaged in cultural exploration alongside the students, offering alternative explanations, information, and responses as they shared their own explanations. As an illustration, Teacher B offered students alternative explanations, information of how to count numbers. in which she asked students to notice different ways of counting numbers.

T: อ้าวสังเกตหรือเปล่าว่า สำหรับเบอร์ fax เนี่ยนะคะ เค้าจะมีสามสามสี่สี่ ถูกมั๊ยคะ เค้าจะ

ออกเสียงเป็น three-three-double four นะคะ ใครจะออกเสียงสามสามสี่สี่ก็ได้

[*Do you notice that in a fax number, there are three-three-four-four, right? They can be pronounced either three-three-double four or three-three-four-four.*]

#### Teacher B Practices Observation No.1

An example of Teacher C was that she engaged in the cultural exploration alongside the students as she shared her own explanations with them that Icelanders had to work hard for a high quality of life.

T: คือเรามักจะมองการเมืองนี่ว่าเป็นเรื่องไกลตัว ที่จริงมันไม่ได้ไกลตัวเลยเกี่ยวกับชีวิตประจำวันของเรา เพราะว่า การเลือกนักการเมืองหรือเอ่อ รัฐธรรมนูญก็เกี่ยวกับเรื่องการเมืองนี่ หลายคนนะคะที่ไม่เข้าใจเรื่องที่ว่าทำไมประเทศแต่ละประเทศเนี่ยถึงมีคุณภาพชีวิตที่ดีไม่ต่างกันอย่างเช่นประเทศนี้ เพราะว่าการเก็บภาษีเนี่ยมีส่วนสำคัญ ภาษีที่เก็บจากประชาชนเนี่ย แล้วจะเอาไปบำรุงประเทศเป็นอะไร ที่เป็นส่วนกลางเช่นไฟฟ้า

*[Actually, politics are associated with our daily life because an election or the constitution deals with politics. Many people do not understand why the quality of life in each country is different, because paying taxes is important. The government uses it in developing public services, such as an electric system.]*

S: สะพานลอย

*[Flyover.]*

T: เอ่อ... ถนน

Ss: (หัวเราะ)

*[Eh... road.]*

*[Laugh.]*

T: สะพาน ใช่สะพานลอยก็ใช่ ถูก

*[Bridge. Yes, a flyover is correct.]*

S: มั่วเก่ง

*[Good guess.]*

T: xxx มั่วถูก เอ้อ สะพานทั้งหลายนี่คือบริการที่เป็นเรื่องของมวลชนทั้งหลายเนี่ยที่  
รัฐบาลจัดให้ จู๊ เพราะฉะนั้นถ้าเก็บภาษีได้ น้อยหรือมันไม่ทั่วถึง เงินได้น้อยเราจะ เรา  
จะบำรุงประเทศได้ดีมั๊ย?

[xxx Guess correctly. Umm. All bridges are public services. So if  
less taxes are paid, money would be less. Then, can we develop  
our country well?]

Ss: ไม่ดี

T: ไม่ดี

[No.]

[No.]

T: ประเทศ Iceland เนี่ยเก็บภาษีแพงมาก... ค่าครองชีพสูงมาก เพราะฉะนั้นทุกคนเนี่ย  
จะเห็นข้อมูลจากใน ในย่อหน้าที่สองเลยว่าคนแต่ละคนจะมีงานไม่ต่ำกว่าหนึ่งงาน  
โซ่มั๊ยคะ มีสองสามงาน เด็ก แม่กระทั่งเด็กเองเนี่ยในช่วง vacation ก็ต้องทำอะไรเนี่ย?

[In Iceland, there is much tax... their expenditure is high so  
everyone, we can see in the second paragraph that each person  
has more than one job. On vacation, what do children need to  
do?]

S: ทำงาน

[Work.]

T: ทำงานเพื่อให้ได้เงิน They have to get more and more money... นะฮะ  
because they want to have a high quality of life... เพราะฉะนั้น  
ประเทศเค้าก็เก็บภาษีสูงมาก นะฮะเดี๋ยวต่อไปนักเรียนจะเห็นว่าเราดูเหมือนว่าประเทศ

นี่เนี่ย โหอะไรก็ตีหมดเลย แต่เค้าก็สรุปลงท้ายว่า But they work hard. ก็มีด้าน  
เสียนะ

*[Work for money. They have to get more and more money... because they want to have a high quality of life... so there is much tax. Next, you will see that everyting in Iceland seems good, but it says at the end that But they work hard. That is a disadvantage.]*

#### Teacher C Practices Observation No.6

In the final aspect of Cultural Knowings – Knowing Oneself, only Teacher C took the role which she sometimes performed as a Co-learner. Furthermore, she combined this role with the other roles. In the role as a Co-learner, Teacher C engaged in cultural exploration alongside the students, offering alternative explanations, information, and responses as she shared her own processes of cultural learning.

As an illustration, Teacher C took the role as a Co-learner together with a Guide, and a Co-researcher which she engaged in the cultural exploration about Icelanders alongside the students as she asked them questions, and she also shared her own explanations as well as processes of cultural learning with them.

T: คำว่าคุณภาพชีวิตดีเนี่ยไม่ได้หมายความว่า อยู่สุขสบายทุกอย่างนะ แต่หนึ่ง... การให้  
เอ้อบริการด้านสุขภาพดีใช่ไหมละ รักษาเนี่ยแทบจะฟรีหมดนะนะ เรียนเป็นยังไง?  
*[A good quality of life does not mean living well, but one... health service is good, right? Almost no fee. How about education service?]*

Ss: ฟรี

T: ฟรี

[No fee.]

[No fee.]

T: เพราะฉะนั้นถ้าคนมีการศึกษา ทุกคนอ่านออกเขียนได้เนี่ย กำลังของประเทศประชากร ก็เป็นกำลังของประเทศที่ดี เพราะฉะนั้นทำให้ประเทศเจริญนะคะ ก็ทำให้คุณภาพชีวิต ไม่ใช่ว่ารอแต่รัฐบาลจะให้ เมื่อไหร่ชั้นจะได้ จะได้ ได้ตัวเองไม่เอาไม่ได้นะคะ เพราะฉะนั้นก็ต้องอยู่ทั้งสองฝ่าย แล้วก็เห็นมั๊ยเค้า work hard เค้า read a lot ใช่มั๊ยอะ อ่านเยอะนะอะ แล้วแถม เด็กๆ ของเค้าทำยังไงด้วยเวลาปิดเทอมช่วง vacation

*[If people are educated, everyone is literate. There is a good population of a country, so the country will be developed. Not just waiting for services from the government. Do you see that they work hard, read a lot, right? They read a lot, and what do their children do on vacation?]*

Ss: ทำงาน

[Work.]

T: ทำงาน ประชากรเค้าคนนึงทำงานตั้งหลาย job ใช่มั๊ย อย่างครูเนี่ยทำ job เต็ม full time ก็เป็น teacher บางคนเค้าเล่านะคะ ได้ว่า ฟัง คือไปอ่านหนังสือเจอประเทศนี้เป็นครูสอนเต็มเวลา คกเขียนไปสอนพิเศษนะ ก็ job ที่สอง

*[Work. One person does many jobs, right? My full time job is only being a teacher. Someone says that I listen, I mean I read a book and I found that there was a full time teacher who taught in*

*the evening as a second job.]*

#### Teacher C Practices Observation No.5

In summary, all participants took the roles as a Coach, a Source, and an Elicitor while they did not take the roles as a Resource, a Listener, and a Witness. Teacher C teaching English Reading-Writing was the only one who took the role as a Co-learner.

#### **Techniques in Culture Teaching Practices**

In culture teaching, there were several techniques regarding many educators as mentioned earlier in Chapter II. However, 7 techniques were observed in this study: (1) Initial Overview to Set the Stage: the teacher presented the second culture in the native language and in attractive ways in order to help motivate and prepare the students. (2) Students Resource Notes (the Lecture): students took notes about cultural explanations related to the lessons in their native language. (3) Ad Hoc Culture Notes: the teacher explained about the second culture in the native language, and they switched to English as soon as the students could understand it through that language. (4) Situations: students participated in communicative situations in order to perceive more clearly the form, meaning, and function. (5) Contrastive Analysis: students compared and contrasted the differences for understanding what the event or matter means to the other people. (6) Using Readings and Relia for Cross-Cultural Understanding: the teacher used written or oral texts in helping students recognize and understand the culture, and (7) Deriving Cultural Connotations: students learnt to associate culturally representative images with words and phrases they were learning



in the new language. Table 16 below shows the findings of techniques participants used in their culture teaching.

Table 16

*Each participant's techniques in culture teaching*

Techniques	Teacher A	Teacher B	Teacher C
- Initial Overview to Set the Stage	✓	✓	✓
- Ad Hoc Culture Notes	✓	✓	✓
- Contrastive Analysis	✓	✓	✓
- Using Readings and Relia for Cross-Cultural Understanding	✓	×	✓
- Situations	✓	×	×
- Students Resource Notes (the Lecture)	×	✓	×
- Deriving Cultural Connotations	×	×	✓

*Note.* Teacher A teaching Foundation English, Teacher B teaching English Listening-Speaking, Teacher C teaching English Reading-Writing

From the data in Table 16, it appears that 3 of 7 techniques were used by all participants – Initial Overview to Set the Stage, Ad Hoc Culture Notes, and Contrastive Analysis. Moreover, some techniques were used by one participant only. The technique of Situations was used by Teacher A, a technique of Students Resource Notes (the Lecture) was used by Teacher B, and a technique of Deriving Cultural Connotations was used by Teacher C. Also, Teacher B was the only one who did not use Readings and Relia for Cross-Cultural Understanding.

Besides, all participants did not use the techniques that they rated in the questionnaire. As an example, Teacher A reported that she quite often used Students

Resource Notes (the Lecture). Teacher B rated that she quite often used Situations, and she also used Readings and Relia for Cross-Cultural Understanding very often. Teacher C reported that she sometimes used Students Resource Notes (the Lecture) and Situations. Moreover, two techniques – Ad Hoc Culture Notes, Deriving Cultural Connotations were not in the questionnaire, but they appeared in practices observation. The details of participants' techniques used in culture teaching practices are described as follows:

In Initial Overview to Set the Stage, all participants used it as they presented the second culture in Thai together with using various materials, such as pictures, and songs in order to help motivate and prepare the students. Though Teacher A sometimes used this technique, Teacher B and Teacher C rarely used it. Moreover, it was used together with Ad Hoc Culture Notes by Teacher B and Teacher C. The examples are presented later with the next technique.

Secondly, in Ad Hoc Culture Notes, all participants explained the second culture in Thai, and they switched to English as soon as the students could understand it. It was rarely used by Teacher A.

An example of Initial Overview to Set the Stage was from Teacher A as she asked students to look at pictures of the second culture in the course textbook in order to prepare them for questions.

T      คำต่อไปนักเรียนดูตามภาพนะ How did the people travel in the past?

[*Next, look at the picture. How did the people travel in the past?*]

Teacher A Practices Observation No.2

Another illustration of Ad Hoc Culture Notes was from Teacher A as she explained the second culture in Thai and switched to English as soon as students understood it.

T: ปล่องไฟจะมี 1๒ xxx On the cold country, the house is very cold. We have... they have chimney in their house.

[*A stream comes out of a chimney xxx* In a cold country, the house is very cold. We have... they have chimney in their house.]

#### Teacher A Practices Observation No.7

However, Initial Overview to Set the Stage was used alongside Ad Hoc Culture Notes by Teacher B and Teacher C. To illustrate, Teacher B presented the cultural information using a CD of recorded music in order to help motivate and prepare the students before she gave them the information about the singer in Thai.

T: เอาเพลงที่นักเรียนฟัง xxx นะคะ เออเป็นเพลงของ เจ้าของเพลง Beautiful Boy นะคะซึ่ง เออเค้าเป็นสมาชิกหนึ่งคนหรือเป็นคนนึง ของวง The Beatles นะคะ นักเรียนไหนใครรู้จัก? เอา xxx เออถ้าเป็นคน กลับไปถามพ่อกับแม่ได้ xxx นี่นะคะ... นะคะ เออ เป็นคนที่นักเรียนจะต้องรู้จักเนื่องจากว่าเดี๋ยวเวลาดูหนังนะคะ ก็จะต้องมีการกล่าวถึง เออ John Lennon นะคะ เดี่ยวจะไม่เข้าใจว่า John Lennon เป็นใครนะคะ

[The song you are going to listen xxx from a singer of “Beautiful Boy”. He was a one member of The Beatles. Who knows him? xxx Eh. You can ask your father and mother xxx You need to know him because when you watch a movie, it will mention Eh about John Lennon. You may not know who John Lennon is.]

#### Teacher B Practices Observation No.4

Moreover, Teacher C presented the cultural information with an illustration in the course textbook in order to help motivate and prepare the students before learning about Iceland, and she also explained its geography in Thai.

T: ใครทราบบ้างว่า Iceland อยู่ตรงไหน?

[Who knows where Iceland is?]

S: ใกล้ๆ กับอังกฤษ

[Near England.]

T: ใกล้ๆ กับเกาะอังกฤษ... ดูตรงไหนคะ?

[Near England... Where did you see it?]

S: แผนที่

[A map.]

T: แผนที่ใน ใน หนังสือเล็ก เล็กนิดนึง Iceland is an island in the North Atlantic ocean... เอ้อ near Greenland and Great Britain or England. อยู่ใกล้ๆ กับประเทศ เอ้อ เกาะ Greenland นะนะคะ ทางเหนือ Atlantic Ocean. นักเรียนนี่ก็ถึงมหาสมุทรแอตแลนติกนะฮะ อยู่ทางเหนือขึ้นไป

ตามแผนที่นี้ มันจะอากาศก็จะเย็นหนาวใช่ไหมคะ แต่มันไม่ได้หมายความว่ามันจะ  
หนาวตลอด หมายถึงชื่อ Iceland คือดินแดนแห่งนี้จะแข็งอะไรอย่างเงี้ย นะคะ  
O.K... (ไอ) เก็บคอ xxx Open your book on page forty. Read about  
เอ่อ the country of Iceland...

*[A map in the course textbook is small. Iceland is an island in the North Atlantic ocean... Eh near Greenland and Great Britain or England. It is near Eh Greenland. The north of the Atlantic Ocean. Think about the Atlantic Ocean. It is in the north. There is cold weather, but it does not mean that it is always cold. Iceland means the land of ice, or something like this. O.K. (Cough) sore throat xxx Open your book on page forty. Read about Eh the country of Iceland...]*

#### Teacher C Practices Observation No.6

The third technique was Contrastive Analysis, in which students compared and contrasted the differences for understanding what the event or matter means to the other people. All of the participants realized that they used this technique when teaching culture. From the observation, in Teacher C's class only, students did compare and contrast the differences themselves. Unlike Teacher A and Teacher B's classes, students had no opportunity to compare and contrast, the teachers were the ones who did. Also, Teacher A and Teacher C used this technique to compare and contrast the different grammar and pronunciation between Thai and English. Besides, Teacher A used this technique very often while Teacher B and Teacher C sometimes used it.

In Teacher A's class, she compared and contrasted an aspect of Thai culture with the second culture. Students had no opportunity to compare and contrast.

“อย่างเช่นว่าถ้าสมมุติว่า เราถึงตรงไหนที่มันเป็นเกี่ยวกับวัฒนธรรมเราก็จะชี้ว่า ตรงนี้ เหมือนกับของเราตรงนี้ไม่เหมือนกับของเรา... คือว่าเราก็จะชี้ว่าตรงนี้เหมือนกันกับของเราตรง นี้ไม่เหมือนกัน”

*[For example, if it deals with culture, I will point out that it is the same or different from our culture...]*

#### Teacher A In-depth interview

When using this technique, she compared and contrasted several different aspects between Thai and English to enhance students' cross-cultural understanding. For instance, she compared routine and actions from daily life between Americans and Thais when she taught students about household chores, in which students listened to a CD in order to survey the things that they usually had to do in their house, and compared with Americans.

T: นี่เด็กสหรัฐนั้นจะไม่ชอบเพราะว่ายืนล้างจานอะ

*[American teenagers do not like washing dishes because they have to stand.]*

#### Teacher A Practices Observation No.1



Additionally, she compared the difference of word usage between British English and American English when she translated a dialogue between two girls talking on the phone about how to go to a meeting.

T: รถไฟใต้ดิน บางทีเค้าเรียกว่า tube t-u-b-e tube ก็ได้... นะ a subway ก็คือใช่  
เป็น American English ถ้าใช่ tube t-u-b-e tube นั้น จะเป็น British  
English คือคนอังกฤษบางทีเค้าจะเรียกว่า tube แต่ส่วนใหญ่แล้วเราจะใช้  
ภาษาอังกฤษแบบคนอเมริกัน

[A subway. Sometimes it can be called a tube, t-u-b-e, tube  
also... a subway is American English. Tube, t-u-b-e, tube is  
British English. I mean sometimes British call a tube, but mostly  
we use American English.]

#### Teacher A Practices Observation No.2

Also, she used this technique in order to compare and contrast the differences between Thai and English in both grammar and pronunciation points.

T: We have studied English นะฮะ for years นักเรียนดู for years อ่าตัวเล็กๆ  
น้อยๆ จีบๆ จ้อยๆ ที่มันเป็นตัวขยายของแต่ละประโยคนั้น สามารถที่ทำให้เรารู้ว่ามัน  
ใช่ tense ต่างกัน ที่นี่คือข้อปลีกย่อยจุกจิกๆ ของภาษาอังกฤษนะฮะ ซึ่งไม่มีใน  
ภาษาไทย เราก็เลยรู้สึกว่ามันไม่รู้จึก มันจำไม่ได้ซักกะที เพราะว่าภาษาของเราไม่มี  
แบบนี้

[We have studied English for years. *Look at* for years. *This makes us know that there are different tenses. In Thai, we do not have any.*]

Teacher A Practices Observation No.3

T: Dumb ตัวนี้ ไม่เหมือนกับ คำภาษาไทยว่าคำ ภาษาไทยไม่มีการออกเสียงตัวท้าย แต่ ภาษาอังกฤษถ้าเกิดว่า มันออก เป็นพยางค์เดียวจะออกเสียงตัวท้าย

[Dumb. *This word is not like Dum in Thai because we do not pronounce final sounds. But in English, if there is one syllable, you have to pronounce its final sound.*]

Teacher A Practices Observation No.8

In Teacher B's class, she also compared and contrasted an aspect of Thai culture with the second culture. Students had no opportunity to compare and contrast.

“เราก็สอน ธรรมเนียมฝรั่งแล้วว่าคุณจะต้องพูดกับฝรั่งอย่างไรบ้าง แล้วก็ธรรมเนียมฝรั่งเค้าชอบให้พูดอะไรให้ถามอะไรอะไรไม่ควรถามอะไรอย่างเงี้ย”

[*I teach foreign culture about how you should speak with foreigners, and what you should ask or not in their customs.*]

Teacher B In-depth interview

As an example, she compared and contrasted the differences between Thai and English in routine and actions from moral and religious beliefs and values.

T: ก่อนที่ลูกจะไปนอน Say a little prayer. เหมือนเราเลยทำไมคะ?

[*Before you go to sleep, say a little prayer. So do we. What is it?*]

S: อธิษฐาน

[*Wish.*]

T: ให้สวดมนต์นะคะ สวดมนต์ชักเล็กน้อย

[*Pray. Say a little prayer.*]

#### Teacher B Practices Observation No.4

In Teacher C's class, students had a chance to participate in comparison and contrast with teacher.

“คือเหมือนกับว่าเรียนรู้เนื้อหา แล้วก็เปรียบเทียบกับวัฒนธรรมไทย”

[*Like learning the text, and comparing with Thai culture.*]

#### Teacher C In-depth interview

Students were expected to know the differences between Thai and another culture. Teacher C led the discussion by asking them questions in order to compare and contrast an aspect of Thai culture with the second culture for increasing students' cultural knowledge and understanding.

T: ในเรื่องที่ได้ขึ้นไว้คนนึงนะคะ ของ เอ่อ unit ที่สองคือ เราจะพูดถึงเรื่อง Places

Places นะคะ สถานที่ต่างๆ ที่ควรรู้จัก เอ่อ เพื่อศึกษาของเค้าแล้วเนี่ยนะคะ ไม่ใช่แค่

ความรู้ันะ แต่ต้องนำมาเปรียบเทียบว่าเค้าแตกต่างจากบ้านเรายังไง เค้าเหมือนมัย เคยรู้จักที่นั่นมัยอะไรอย่างเงี้ย เพื่อเป็นความรู้ันะคะ ค่ายนะคะ...

*[In the text of Unit Two, we will learn about places which we should know. Eh not just to know, but to compare and contrast how these places are different from ours. Are they the same? Have you ever known them before? Something like this. For being knowledge also.]*

### Teacher B Practices Observation No.3

T: คือเรามักจะมองการเมืองเนี่ยว่าเป็นเรื่องไกลตัว ที่จริงมันไม่ได้ไกลตัวเลยเกี่ยวกับชีวิตประจำวันของเรา เพราะว่า การเลือกนักรการเมืองหรือเอ่อ รัฐธรรมนูญก็เกี่ยวกับเรื่องการเมืองเนี่ย หลายคนนะคะที่ไม่เข้าใจเรื่องของเราทำไมประเทศแต่ละประเทศเนี่ยถึงมีคุณภาพชีวิตที่ดีไม่ต่างกันอย่างเช่นประเทศนี้ เพราะว่าการเก็บภาษีเนี่ยมีส่วนสำคัญ ภาษีที่เก็บจากประชาชนเนี่ย เค้าจะเอาไปบำรุงประเทศเป็นอะไร ที่เป็นส่วนกลางเช่นไฟฟ้า

*[Actually, politics are associated with our daily life because an election or the constitution deals with politics. Many people do not understand why the quality of life in each country is different, because paying taxes is important. The government uses it in developing public services, such as an electric system.]*

S: สะพานลอย

*[Flyover.]*

- T: เอ่อ... ถนน  
[Eh... road.]
- Ss: (หัวเราะ)  
[Laugh.]
- T: สะพาน ใช่สะพานลอยก็ใช่ ถูก  
[Bridge. Yes, a flyover is correct.]
- S: มั่วเก่ง  
[Good guess.]
- T: xxx มั่วถูก เอ่อ สะพานทั้งหลายเนี่ยคือบริการที่เป็นเรื่องของมวลชนทั้งหลายเนี่ยที่  
รัฐบาลจัดให้ จู๊ เพราะฉะนั้นถ้าเก็บภาษีได้ น้อยหรือมันไม่ทั่วถึง เงินได้น้อยเราจะ  
จะบำรุงประเทศได้ดีมั๊ย?  
[xxx Guess correctly. Umm. All bridges are public services. So if  
less taxes are paid, money would be less. Then, can we develop  
our country well?]
- Ss: ไม่ได้  
[No.]
- T: ไม่ได้  
[No.]
- T: ประเทศ Iceland เนี่ยเก็บภาษีแพงมาก... ค่าครองชีพสูงมาก เพราะฉะนั้นทุกคนเนี่ย  
จะเห็นข้อมูลจากใน ในย่อหน้าที่สองเลยว่าคนแต่ละคนจะมีงานไม่ต่ำกว่าหนึ่งงาน  
ใช้มั๊ยคะ มีสองสามงาน เด็ก แม้กระทั่งเด็กเองเนี่ยในช่วง vacation ก็ต้องทำอะไรเนี่ย?  
[In Iceland, there is much tax... their expenditure is high so  
everyone, we can see in the second paragraph that each person  
has more than one job. On vacation, what do children need to  
do?]

S: ทำงาน

[*Work.*]

T: ทำงานเพื่อให้ได้เงิน They have to get more and more money... นะฮะ

because they want to have a high quality of life... เพราะฉะนั้น

ประเทศเค้าก็เก็บภาษีสูงมาก นะฮะเดี๋ยวต่อไปนักเรียนจะเห็นว่าเราดูเหมือนว่าประเทศ

นี้เนี่ย โหอะไรก็ตีหมดเลย แต่เค้าก็สรุปลงท้ายว่า But they work hard. ก็มีด้าน

เสียนะ

[*Work for money. They have to get more and more money...*

because they want to have a high quality of life... so there is

*much tax. Next, you will see that everyting in Iceland seems*

*good, but it says at the end that But they work hard. That is a*

*disadvantage.*]

#### Teacher C Practices Observation No.6

Also, she used this technique in order to compare and contrast the differences between Thai and English in both grammar and pronunciation.

T: เออ ตึกสูงๆ tall building, not building tall. เธอชอบประเภทตรงนี้คือความ

แตกต่างระหว่างภาษาไทยกับภาษาอังกฤษใช้มั๊ยคะ ค่ะที่มันขยายจะ ภาษาอังกฤษจะ

อยู่ อยู่ข้างหน้า ไม่ใช่แบบภาษาไทย เพราะฉะนั้นเวลาเขียนเนี่ย ครูจะพบมากมายที่เธอ



ใช้แทนภาษาไทยละไป แทนที่เธอจะบอกว่าตึกสูง tall building เธอเขียน  
building tall มีหลายคนนะ ตรวจสอบดูด้วยว่าตัวเองเป็นอย่างนั้นมั๊ย

[*Eh. The tall building. Tall building, not building tall. This is the difference between Thai and English languages, right? In English, adjective is in front of words.*]

#### Teacher C Practices Observation No.3

T: แล้วที่สำคัญนะลูก เจ้าของภาษาเนี่ย เมื่อเค้า เค้าเป็นภาษาเค้าเองเนี่ย เวลาเค้าออกเสียง  
เนี่ยเค้าจะรวบคำเยอะ เค้าจะไม่อ่านทีละคำ ทีละคำ ทีละคำ

[*When native speakers pronounce, they cluster sounds together, they do not pronounce word by word.*]

#### Teacher C Practices Observation No.5

The next technique was Using Readings and Relia for Cross-Cultural Understanding which was used very often by Teacher A and Teacher C. In this technique, participants used written texts in helping students recognize and understand the culture.

For instance, Teacher A asked students to read written texts in the course textbook before answering her questions.

T: นักเรียนดูในหน้าสิบสาม เดี่ยวครูจะถาม เอานักเรียนดู... อันแรกเลขนะคะ นักเรียนดู

ในหน้านี้เป็นเรื่องเกี่ยวกับอะไร What was this story about?

[*Look at page thirteen. I will ask you... First, look at this page. What is it about?*]

Teacher A Practices Observation No.2

Another example was in Teacher C's class, in which students were asked to read written texts before answering teacher's questions or doing exercises in the course textbook.

T: I will give you five minutes to read silently. อ่านในใจนะคะ And then, I will give you some question to answer xxx นะคะ เดี่ยวครูจะถาม xxx ตอบคำศัพท์ พยายามเก็บใจความเนื้อหาให้ได้... นะคะ นักเรียนตอบ

[I will give you five minutes to read silently. *Read silently.* And then, I will give you some question to answer xxx. *I will ask you xxx answer about vocabulary. Try to comprehend the text... answer.*]

Teacher C Practices Observation No.1

T: เราได้อ่านฝึกอ่านออกเสียงนะ เราอ่านในใจเพื่อได้ชิน xxx ไปแล้ว แบบฝึกหัดเรากลับแล้วใช่ไหมลองเปิดดูซิ ถึงไหนแล้วลูกเปิดแบบฝึกหัดนะ ที่เราเช็คไปแล้วอะคะ

[*We practiced reading aloud. We read silently for xxx already. Have we ever done the exercise? Let us see.*]

Teacher C Practices Observation No.2

For three remaining techniques, they were rarely used by participants – Teacher A used Situations, Teacher B used Students Resource Notes (the Lecture), and Teacher C used Deriving Cultural Connotations. They were described one by one as follows:

For Situations, the teacher clarified roles in order to help students perceive more clearly the form, meaning, and function. Teacher A chose this technique when she taught them a dialogue. Additionally, students were expected to pronounce the sentences like Native speakers of English when they participated in role-play.

T: ออกมาพูด พูดเหมือนจริงนะถ้าจั่งให้ดาวเดียว พูดจริง เหมือน English ของเรา

[*Come and speak like native speakers. If not, you just get one star.*]

Teacher A Practices Observation No.7

Students Resource Notes (the Lecture) made students aware of the second culture as they took notes about cultural explanations related to the lessons in their native language. To give an example, Teacher B asked students to take notes in Thai when they watched a VCD “How to speak English in the right manner”.

“พี่ให้เด็กดูวิดีโอเกี่ยวกับธรรมเนียมต่างประเทศ ดูอย่างละนิดอย่างละหน่อย เลขต้องดูสองครั้ง

ถึงจะจบแผ่น แล้วตอนที่เด็กดูเนี่ยนะ เด็กก็ต้องจดขึ้นมาด้วยแล้วส่งว่าดูแล้วเป็นยังไงบ้าง เพื่อ

เอาไว้เป็นหลักฐานว่าได้ดูจริง แล้วพี่ก็ออกข้อสอบปรนัยปลายภาค อย่างอาจจะถามนักเรียน

เช่น ประโยคอะไรที่ไม่ควรพูดกับฝรั่ง”

*[Students watched a VCD about foreign customs. When watching, they had to take notes about what they learnt. After that, I will assess them in final exam by using a Criterion-Referenced Test. For example, I will ask them which sentence you should not speak to foreigners.]*

Teacher B Informal interview, 3 September 2007

For Deriving Cultural Connotations, students learnt to associate culturally representative images with words and phrases they were learning. For instance, Teacher C asked students to use the given words to make a sentence about the picture in the course textbook.

T: จากหน้าสามสิบเอ็ดแบบฝึกหัดให้เขียน เขียนประโยคจากรูปภาพ... โดยมีตัวอย่างอยู่ที่ เอ่อภาพที่หนึ่ง นะคะ คำสั่งบอก Use the words below to make sentence about the picture. ให้ใช้คำ ที่เค้ากำหนดให้มานี้แล้วก็ดูภาพ แต่งประโยค... นะคะ... คำที่ให้มามีคำว่า... คำอะไรบ้าง?... Cathedral. What does it mean, cathedral?

*[From page thirty one, the writing exercise, write sentences from pictures... There is an example. Eh. In the first picture, the direction is, Use the words below to make sentence about the picture. Use given words, look at the picture and write the sentence... What are given words?... Cathedral. What does it mean, cathedral?*

S: มหาวิหาร

[*Cathedral.*]

T: มหาวิหารนาคะ The main main church in the area. And the second words is เอ้อ in the shape of

[*Cathedral.* The main main church in the area. And the second words is. *Eh.* In the shape of]

Ss: xxx

T: รูปร่าง เป็นอะไรแบบอะไรเหมือนอะไรนาคะ And... the two other words are high-rises and extraordinary นะคะสี่ตัวตรงเนี่ย เอามาเขียนเป็นประโยค แต่สองประโยคจากสองภาพ โดยภาพที่สองนะคะภาพที่สองนั้นคือภาพอะไร?

What is it from page two เอ้อ from picture two?

[*Shape.* And... the two other words are high-rises and extraordinary. Using these four words to write two sentences. What is the second picture? What is it from page two *Eh* from picture two? ]

S: Sears Tower.

T: Sears Tower. Where is it?

S: Chicago.

T: It's in Chicago. And the third picture, what is it?

Ss: Transamerican Building.

T: It is Transamerican Building in

Ss: San Francisco.

T: San Francisco...

T: ดูตัวอย่างนาคะ จากภาพที่หนึ่ง เขาไม่ได้เอาชื่อมา แต่ บอกว่าไอ้สิ่งที่เห็นเนี่ยมันเป็นอะไร นาคะ แล้วเอาคำสี่คำเนี่ยที่ให้มานะคะ มาแต่งประโยค...

*[Look at the example from the first picture, there is no name of places, you have to tell what they are before using four words to write sentences.]*

#### Teacher C Practices Observation No.4

In summary, 3 of 7 techniques – Initial Overview to Set the Stage, Ad Hoc Culture Notes, and Contrastive Analysis were used by all participants, and 3 of 7 techniques were used by one participant only: Situations was used by Teacher A, Students Resource Notes (the Lecture) was used by Teacher B, and Deriving Cultural Connotations was used by Teacher C.

#### **Materials in Culture Teaching Practices**

In culture teaching practices, the course textbook was used as the main material in two English subjects – Foundation English and English Reading-Writing. Only in English Listening-Speaking, CDs and VCDs were used as main materials. Moreover, there was not any relia or unfamiliar object from the target culture presented in class that the participants reported in the questionnaire. The details of materials used in the participants' culture teaching practices are presented as follows:

The course textbook was used as main material in Foundation English and English Reading Writing. In Foundation English, the course textbook Teacher A used was "My World 4" consisting of illustrations, readings, surveys, a CD, and songs. Each unit in the course textbook could be divided into many lessons and culture content was involved in most lessons. Also, it was usually associated with American culture (Teacher A In-depth interview).



In English Reading-Writing, Teacher C used the course textbook, namely, “Weaving It Together” which consisted of readings, illustrations, and a CD. In the course textbook, each unit could be divided into many lessons and culture content was involved in the readings of every lesson. Additionally, she used her own knowledge together with students’ own knowledge as material, but her culture teaching practices were limited due to available time (Teacher C In-depth interview).

Besides, CDs and VCDs were used as main materials in only English Listening-Speaking which Teacher B presented the cultural information through them. Although culture content was involved in most lessons in the course textbook – “Sound Bytes 2: Listening for Today’s World”, she omitted some cultural information in the course textbook, and selected to teach other content through VCDs instead. This was because she had to choose some content due to available time (Teacher B Informal interview 22 August 2007; Teacher B In-depth interview).

In summary, participants teaching Foundation English and English Reading-Writing used the course textbook as main material, whereas participant teaching English Listening-Speaking was the only one who used CDs and VCDs as main materials.

### **Methods in Assessing Students’ Culture Learning**

To assess students’ culture learning, participants did not measure students’ culture learning using the methods they rated in the questionnaire, such as Classroom Checklists, Visual Tests, and Tactile Tests. Only Criterion-Referenced Tests were used by all participants in both the mid-term and final exams. Teacher C assessed students culture content the most, but Teacher A assessed students culture content the least. Students were evaluated the cultural aspect of social interaction in Foundation

English and English Listening-Speaking, and they were assessed in the cultural aspects of routine and actions from daily life, and cultural heritage in English Listening-Speaking and English Reading-Writing. In addition, Teacher B was the only one who realized that she assessed students' culture learning directly. That was because Teacher A and Teacher C focused on evaluating students' language learning; therefore, they did not aware that culture content was included in their tests which meant culture learning was assessed indirectly. The participants' assessments of students' culture learning are summarized in Table 17 below.

Table 17

*The summary of the participants' assessments of students' culture learning*

Assessment	Teacher A	Teacher B	Teacher C
Methods to assess students' culture learning	Criterion-Referenced Tests: multiple choice	Criterion-Referenced Tests: multiple choice	Criterion-Referenced Tests: multiple choice and true/false
Awareness of assessing students' culture learning	Not aware	Aware	Not aware

Table 17 (Continued)

*The summary of the participants' assessments of students' culture learning*

Assessment	Teacher A	Teacher B	Teacher C
Culture content	1 culture content: - Social interaction	4 culture contents: - Social interaction - Routine and actions from daily life - Cultural heritage - People and society in general	5 culture contents: - Routine and actions from daily life - The moral and religious beliefs and values - Social life - Institutions - Cultural heritage

The further information of each participant's assessment in their culture teaching practices was presented as follows:

Teacher A focused on grammar teaching in her Foundation English class, therefore she was not aware that she assessed the students' culture learning by using a Criterion-Referenced Test – multiple choice. When she evaluated the students' understanding of texts from the course textbook, students needed to show an understanding of culture content in order to do the test (Teacher A In-depth interview).

In her evaluation, students' cultural knowledge of social interaction were measured as they had to read the dialogue/conversation which they had learnt from

the textbook in order to choose the appropriate sentence to fill in the blank in both the mid-term and final exams. The examples of mid-term and final exams are presented below in Figure 4 and 5.

Read the dialogue and choose the best sentence to fill in the blank (ข้อ 22-25)

Jennifer: Hi Deb, would you like to meet this afternoon?  
 Deb: 22) \_\_\_\_\_.  
 Jennifer: At my gym. Do you know where it is?  
 Deb: No, I don't.  
 Jennifer: 23) \_\_\_\_\_.  
 Deb: I'll come by bus. 24) \_\_\_\_\_.  
 Jennifer: Take the number twenty-one. It's the quickest route. Get off at around the Clock Supermarket.  
 Deb: O.K. I got that. 25) \_\_\_\_\_.  
 Jennifer: Turn left at the traffic light and walk two blocks. The gym is opposite the delicatessen.

Figure 4 An example of the mid-term exam in Foundation English

Read the following conversations and choose the best item to fill in the blank

Conversation 1

Mr. Martin: Is this the fire department?  
 Attendant: Yes, it is. 26) \_\_\_\_\_?  
 Mr. Martin: I'm stuck in a chimney. I'm calling from my cell phone.  
 Attendant: 27) \_\_\_\_\_?  
 Mr. Martin: I lost my key, 28) \_\_\_\_\_.  
 Attendant: Gee, sometimes burglars get stuck in chimneys when they try to break in houses through the roof.  
 Mr. Martin: Listen, I'm not a burglar. My name is Joe Martin, and I live at 219 Fourth Street. Now, 29) \_\_\_\_\_?  
 Attendant: 30) \_\_\_\_\_. But, Mr. Martin, I suggest you lose some weight, and not your keys.

Figure 5 An example of the final exam in Foundation English

In English Listening-Speaking, Teacher B who focused on teaching speaking was the only participant who recognized that she assessed students' culture learning. She used a Criterion-Referenced Test in a multiple choice format to evaluate the students' understanding of texts from the course textbook and her materials in which culture content were included (Teacher B In-depth interview).

In her assessment, the students' cultural knowledge of social interaction, routine and actions from daily life, cultural heritage, and people and society in general were examined. In the mid-term exam, she assessed the students' cultural knowledge about social interaction as students were asked to choose the answer to suit the given situations as well as to answer what the given dialogues expressed. Also, they were assessed in their knowledge of cultural heritage as they had to answer the questions about the story they learnt from Teacher B's materials – the animated cartoon – “Sleeping Beauty”. The examples of mid-term tests are presented below in Figure 6.

Look at the dialogue and choose what does it express

1. Tom: Dang, This is Mary, a friend of mine.  
Mary: How do you do?  
Dang: How do you do?  
Mary: I'm very glad to meet you. I've heard a great deal of you from Tom.

Read the situations and choose the best answer

9. You are the host of a party. What would you say in replying if your guest is leaving and saying good-bye to you?

About the movie “Sleeping Beauty”

31. What could help the princess from the curse?

Figure 6 An example of the mid-term exam in English Listening-Speaking

In the final exam, the students' cultural knowledge about social interaction, routine and actions from daily life, cultural heritage, and people and society in general were measured as they were asked to answer the questions about the content they learnt from the course textbook, and Teacher B's materials – the VCD, "How to speak English in the right manner", the movie – "Mr. Holland'Opus", and the movie's song – "Beautiful Boy". Some examples of the final exam are presented below in Figure 7.

<p><u>Choose the most appropriate answer</u></p> <p>14. Which is the impolite expression?</p> <p>15. "Let's go dutch on this meal" means _____.</p> <p><u>Choose the best answer</u></p> <p><u>From the book "Sound Bytes"</u></p> <p>21. What does numerologist mean?</p> <p><u>Ask about the movie "Mr. Holland' Opus"</u></p> <p>34. This movie was produced by _____.</p> <p>36. What did Mrs. Jacob warn Mr. Holland about his teaching?</p> <p><u>About the song in the movie "Mr. Holland' Opus"</u></p> <p>[Beautiful Boy]</p> <p>54. Which sentence show father can protect his son?</p> <p>57. What does this song show about the real life that Mr. Holland found?</p>
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Figure 7 An example of the final exam in English Listening-Speaking

In English Reading-Writing, Teacher C who focused on student's attitudes did not realize that she measured students' culture learning; however, she used Criterion-Referenced Tests – multiple choice and true/false as methods in assessing their culture learning (Teacher C In-depth interview).



In her measurement, students' cultural knowledge of routine and actions from daily life, the moral and religious beliefs and values, social life, institutions, and cultural heritage were examined since these culture content were in the course textbook's content. In both the mid-term and final exams, students were asked to choose the correct answer based on what they had already learnt. Some examples of mid-term and final exams are presented below in Figure 8 and 9.

Choose the correct answer which is mentioned to the text in your book

16. Which is not an official holiday in United States?  
 17. What is not a birthday custom in your country?  
 20. Because of religious reasons, Hindu children only get to celebrate their birthdays until the age of \_\_\_\_\_.

Choose 1 if the sentence is True, and if it is false, choose 2

21. In Denmark, people put gifts around the birthday cake.  
 22. Two American brothers wrote the famous birthday song in 1893.  
 25. On New Year's Day, Chinese people start to clean their homes and buy new things.  
 27. The British celebrate Thanksgiving on the fourth Thursday in November.

*Figure 8* An example of the mid-term exam in English Reading-Writing

Choose the correct answer which is mentioned to the text in your book

11. Which is not true about the language used in Iceland?  
 12. Because of the most expensive life, \_\_\_\_\_  
 13. Which is the best system for Icelanders?  
 15. The number of hours we sleep \_\_\_\_\_  
 17. Benjamin Franklin was a/an \_\_\_\_\_.

Choose 1 if the sentence is TRUE. If the sentence is FALSE, choose 2

18. All children in Iceland must go to school from age 6 to age 16.  
 23. The language of Iceland is similar to German.  
 26. A person who does not eat dies faster than a person who does not sleep.

*Figure 9* An example of the final exam in English Reading-Writing



Furthermore, Teacher C asked students to write sentences/paragraph not only in the tests, but also in the assignments. While she focused on students' writing skills, she assigned writing topics in parallel with each chapter in the course textbook dealing with culture content. Students would use their own culture and background knowledge in writing. An example of the test was that students wrote 10 sentences about the capital of their country after studying Chapter Three – Brasilia (Teacher C Practices Observation No.3, No.6).

In summary, all participants used Criterion-Referenced Tests in assessing students' culture learning; however, Teacher B was the only one who realized that she assessed them. It was because the two remaining participants focused on language evaluation, so they were not aware that culture was included in their tests. Therefore, they assessed students' culture learning indirectly. Additionally, Teacher C assessed students culture content the most, but Teacher A assessed students culture content the least.

### **Teachers' Beliefs in Culture Teaching Practices**

Participants had various beliefs in culture teaching practices which had an effect on their teaching in class. Teacher A who taught Foundation English believed that students could learn culture from the course textbook themselves. Also, she believed that culture content was separate from her subject, and that it also should be taught in English Listening-Speaking and Reading-Writing instead. Moreover, she felt that she could not spare the time to teach culture. Consequently, she did not teach some culture contents (*"Culture is not included because I include grammar."*).

Teacher B who taught English Listening-Speaking believed that students knew their own culture less than western culture, so Thai culture was taught in this subject.

However, she felt that students at lower proficiency levels were not ready for culture learning yet. She felt that she could not spare time in an overcrowded curriculum to teach culture (*"I feel that students know the western culture only."*).

Teacher C who taught English Reading-Writing believed that female students were interested in language and culture and she expected students to be proud of their own culture as well as to weigh the pros and cons of different cultures. As a result, she used Contrastive Analysis in her culture teaching practices. Nevertheless, she did not want to deal with students' attitudes towards the second culture, and she also feared that she did not know enough about culture teaching (*"I think girls like language and culture."*).

As for this topic, Teachers' Beliefs in Culture Teaching Practices, the researcher covered teachers' problems in culture teaching. Although all of them said during the interviews that they did not have any problems in culture teaching practices, they were not actually aware that they had some. The details of each participant's beliefs in culture teaching practices are described as follows:

**"Culture is not included because I include grammar."**

Teacher A did not teach culture much in Foundation English since she felt that she could not spare the time in an overwhelming curriculum. If she taught culture in class, there was not much time left to do other things. She also thought that culture was already presented in the course textbook, so students could learn it themselves. As a consequence, culture in this subject was considered as extra content. Teacher A presented culture content only when she felt they were necessary. That is why she focused more on grammar teaching in her subject.

“วัฒนธรรมน่าจะมีส่วนใหญ่แล้วก็จะไม่ค่อย มีแทรกหรือค้ะเพราะว่า ก็จะเอา Grammar มาแทรกมากกว่าเพราะว่าเวลาอย่างที่บอกว่ามีแค่สองคาบต่อสัปดาห์”

*[Mostly, culture is not included because I include grammar. As I told you, my subject is only two periods per week.]*

Teacher A In-depth interview

Furthermore, she did not teach students some cultural aspects, such as geography/places because she believed that these culture contents were separate from her subject and they also should be taught in Listening-Speaking and Reading-Writing instead.

“อ้อถ้าอย่างงั้น มันก็ต้องเป็นของวิชาภาษาอังกฤษอ่าน-เขียนหรือว่าฟัง-พูด เพราะอย่างงั้น มันก็จะมีลักษณะว่าทำอาหารหรือว่าจะเป็นลักษณะว่าไปสัมภาษณ์ชาวต่างประเทศอะไรแบบ นั้นก็คือแยกจากกันไปแล้ว”

*[Oh. These content [e.g., geography/places] belong to English Reading-Writing or Listening-Speaking because they are like cooking or interviewing foreigners that are separate from my subject.]*

Teacher A In-depth interview

Besides that, she believed that most students knew the western culture quite well because Thai people were well-aware of western culture, and that it did not differ much from Thai culture (Teacher A In-depth interview). Therefore, she taught students culture indirectly, and she thought that she did not have any problems in

culture teaching practices. However, the results from the questionnaire showed that she had a problem in deciding what aspects of culture to teach.

**“I feel that students know the western culture only.”**

In Grade 11 English Listening-Speaking, Teacher B did not only teach culture belonging to English speaking social groups, but also Thai culture since she believed that students were taught only western culture, and they did not know their own culture well. Therefore, they did not know how to give information about their own culture. Hence, she was interested in teaching Thai culture to her students, thus she taught western culture together with Thai culture. She expected students to know how to communicate with foreigners appropriately as well as to offer their own cultural information, such as Thai customs, to foreigners.

“ตอนนี้ที่สนใจภาษาอังกฤษที่เกี่ยวกับวิถีไทย      เพื่ออยากให้นักเรียนมานำเสนออะไรที่เกี่ยวกับ  
ไทยๆ เช่น พวกวันสำคัญทางศาสนา เพราะว่ามีนักเรียนบางคนยังไม่รู้ว่าวันไหนอะไร ยังไงเลย”

*[Now, I am interested in teaching English dealing with Thai ways. I want students to present about Thai, such as religious days, because some students do not know about them.]*

Teacher B Informal interview, 30 August 2007

“ส่วนหนึ่งก็มีความรู้สึกที่เด็กไทยเนี่ย ได้แค่ธรรมเนียมฝรั่ง ที่ยังอยาก สอนอะไรที่เป็นไทยๆ  
ให้เด็ก”

*[I feel that students know the western culture only. I want to teach them about Thai ways.]*

Teacher B In-depth interview

“เราสอนแค่ธรรมเนียมฝรั่ง Good morning อะไรอย่างเงี้ยนะ อย่างการไหว้หรืออย่างอะไรอย่างเงี้ยบางทีแบบ เด็กก็ไม่รู้ว่าการคำว่าไหว้ภาษาอังกฤษว่ายังไง ถูกปะ บางทีก็เลยมีความรู้สึก ว่าเอออูเราน่าจะสอนควบคู่กันไปไหนๆ เราก็สอน ธรรมเนียมฝรั่งแล้วว่าคุณจะต้องพูดกับฝรั่งอย่างเงี้ยใช้มั้ง แล้วธรรมเนียมฝรั่งเค้าชอบให้พูดอะไร ให้ถามอะไรอะไรไม่ควรถามอะไรอย่างเงี้ย ในขณะที่เดียวกันตัวเองก็ต้องให้ข้อมูล เกี่ยวกับไทยๆ ให้ฝรั่งรู้ว่าคนไทยเราๆ ชอบอะไรเราไม่ชอบอะไร แบบไหนเรารู้ แบบไหนเราไม่รู้”

*[We teach the western culture only, something like Good morning. But students do not know what is the word “wai” in English, right? I think that I should teach the western customs together with Thai. I taught how you should speak to foreigners and what you should ask or not. In the same time, students should be able to offer Thai cultural information to foreigners.]*

Teacher B In-depth interview

For this reason, she had taught students Thai culture through several activities. To give an example, she used a technique of Situations which students were asked to choose famous Thai folk tales to perform in English with a group in the next semester (Teacher B Practices Observation No.3).

While she had taught students culture, she felt that students at lower proficiency levels were not ready for culture learning yet. As an illustration, when students practised their speaking skills as they were asked to prepare for oral presentation in class, they could not speak English due to their low proficiency. Besides, she felt that she could not spare the time in an overwhelming curriculum (Teacher B Informal interview 13 June 2007, 18 July 2007; Teacher B In-depth interview).

As a result, she did not select some techniques in her culture teaching practices, such as fieldwork. Students did not have an opportunity to acquire insight into a foreign culture through the direct experience of interviewing a native speaker (Teacher B Practices Observation No.3).

Since she used a cultural resource, such as a VCD presented by native speakers, as material for teaching her students, she thought that she did not have any problems in culture teaching practices (Teacher B In-depth interview). However, the results from the questionnaire which were related to the practice observation showed that she had problems in culture teaching as mentioned above.

**“I think girls like language and culture.”**

Teacher C did not only teach culture belonging to English speaking social groups, but also Thai culture in her reading-writing subject. She used Contrastive Analysis to compare similarities and differences between Thai and foreign culture because she wanted students to be proud of Thai culture and to think critically about the pros and cons of each culture.



“พี่ใช้ประสบการณ์กับการเปรียบเทียบ แต่ต้องเอาของไทยด้วยนะมาเปรียบเทียบนะ แล้วพี่ก็จะเน้นว่าโอเคของเค้าดี ก็ไม่ใช่ไปเห่อตามของเค้าหมด ที่ครูเล่าให้หนูฟังทุกอย่างอะ ครูเล่าไฮ้เรื่องๆ ประสบการณ์แบบต่างๆ แล้วพี่ไม่ใช่เล่าเพราะความเห่อ... เล่าเพราะว่าอยากเปรียบเทียบว่าเราไปเห็นอะไรของเค้าดีของเราไม่ดี”

*[I use my experience with comparison and contrast, but Thai culture is also compared. Then, I will emphasize that O.K. they are good, but I told you because I want to compare the pros and cons.]*

#### Teacher C In-depth interview

“เราก็จะบอกเด็กตลอดเลยว่าเป็นสิ่งที่ดีๆ น่าภูมิใจนะไม่ใช่ว่าไปบ้าวัดดูอย่างเค้าไม่ใช่ แต่สิ่งที่เมืองเค้าดีเราก็เอามาปรับอะไรอย่างนั้น ก็เล่าอย่างเนี้ยเรื่อย เด็กก็ชอบ”

*[I always tell them that this thing we should be proud of, not to be materialistic as they are; however, we should imitate their good points.]*

#### Teacher C In-depth interview

Additionally, she included her own experiences in foreign countries in culture teaching practices since she believed that female students were interested in language and culture regardless of their English proficiency. Furthermore, students really loved listening about them because they frequently asked her to tell her stories in class. As a result, these experiences enhanced students' good attitudes towards her subject. Also, they wanted to go abroad like her.



“เล่าอะไรก็สนใจแต่แบบ... ก็แทรกๆ อะนะ เล่าฟังออก เด็กผู้หญิงโอ้โฮชอบ อาจารย์ กลับจาก  
จีนยังๆ อยากให้เล่าออกพอแล้วเดี๋ยวเรียนไม่ทัน ชอบฟังมาก...”

*[They were interested in my experience which I... included. Girls, Oh, liked it. When I was back from China, they still asked me to tell my stories. I told them enough. They really liked them.]*

Teacher C In-depth interview

“เด็กเค้าก็ชอบนะ พี่ว่าโดยพื้นฐานของเด็กผู้หญิงเล็กๆ เนี่ย เค้าชอบเรื่องนี้ ชอบเรื่องภาษาเรื่อง  
อะไรนะ ก็มี คือเด็กที่เรียนไม่เก่งไม่ใช่เค้าไม่ชอบนะ”

*[They like it. I think girls like language and culture. It does not mean that low proficiency students do not like it.]*

Teacher C In-depth interview

“เหมือนกับที่เราไปมานี้เล่าเป็นสื่อให้เค้าฟังแล้วก็ทำให้เค้าเกิดทัศนคติที่ดีต่อวิชาที่เราสอน  
ด้วยอะไรอย่างเงี้ย”

*[My experience is like teaching material which can enhance their attitudes towards my subject.]*

Teacher C In-depth interview

I: อาจารย์ได้นำประสบการณ์เหล่านี้มาใช้ในชั้นเรียนหรือเปล่าคะ?

*[Have you ever used these experiences in class?]*

T: พี่ก็มาเล่าสู่เด็กฟัง... ได้ผลนะ

*[I told my students... It works.]*

I: เด็กเป็นอย่างไรคะ?

*[How are they?]*

T: เด็กเค้าอยากไปเมืองนอก (หัวเราะ)

*[They want to go abroad. (Laugh.)]*

#### Teacher C In-depth interview

Though she thought that she did not have any problems in culture teaching practices (Teacher C In-depth interview), she did not want to deal with students' attitudes towards the second culture, and she also feared that she did not know enough about culture teaching which she rated in the questionnaire. It could be assumed that these were results from using her own experiences in foreign countries in culture teaching practices as well as emphasizing students' attitudes in language learning most.

In summary, beliefs had an influence on the participants's culture teaching practices as they considered what to teach and how to teach based on their beliefs. Although all participants said during the interviews that they did not have any problems in culture teaching, they did not realize that they had some, for example, they could not spare the time in the curriculum for teaching culture.

#### **Factors Affecting Culture Teaching Practices**

From all the findings above, it appears that there were several factors affecting culture teaching practices, especially teacher factors which were the most dominant

and significant in this study. The details of factors affecting culture teaching practices are described as follows:

The first teacher factor affecting culture teaching practices was the teachers' learning experience. It could be seen from the data that the participants who had a chance to contact with a second culture tended to teach culture much in class. As an illustration, Teacher C, who was the only participant with experience in foreign countries taught culture mostly and covered all culture contents.

The second factor was the teachers' cultural knowledge, which teachers derived from contact with foreign countries, cultures, and people. The data showed that the participants who dealt with a second culture possibly used this knowledge in their culture teaching practices. Teacher C, as an example, included her own experiences in foreign countries when she taught her students culture.

Teachers' teaching experience, thirdly, tended to have an influence on teachers' culture teaching practices. According to the data, participants who taught culture less seemed to have more problems in culture teaching practices because they lacked culture teaching experience. For instance, Teacher A did not teach culture much in class since she had a problem in deciding what aspect of culture to teach. Unlike Teacher C who taught culture a lot in class did not have this problem.

Next, teachers' beliefs were the other teacher factors. From the data, participants seemed to consider what to teach and how to teach based on their beliefs in culture learning/teaching. To give an illustration, Teacher A was the participant who taught less culture content because she believed that students knew the western culture well, and culture was already presented in the course textbook, so students could learn it themselves. Therefore, she taught culture content only when she felt it was necessary.

Following with teachers' teaching skills, the data showed that participants who lacked culture teaching training seemed to have a problem what to teach, how to teach, and how to deal with students' attitudes towards a second culture. They also feared that they did not know enough culture teaching. For example, Teacher C was the teacher with 30 years of teaching experiences. She was the participant who taught culture the most. However, she reported in the questionnaire that she still had a problem in culture teaching. Another example was that all participants said during the interviews that they used Contrastive Analysis as a technique in culture teaching, but it could be seen from observations that they did not only use Contrastive Analysis, but also other techniques, such as Initial Overview to Set the Stage.

Teachers' personal preferences would seem to have an effect on culture teaching practices also. According to the data, participants were likely to select culture content and materials based on their personal preferences. For instance, Teacher B who loved music used songs – "Beautiful Boy", and movies – "Mr. Holland's Opus" dealing with a music teacher as her culture teaching materials. Whereas Teacher C who preferred students learning with positive attitudes used her own experiences together with students' experiences as her material in motivating their culture learning.

Teachers' roles in culture teaching were one of the teacher factors which likely affected teachers' culture teaching practices. According to the data, participants' roles in class seemed to have an effect on their actions in class. For instance, Teacher C wanted students to be proud of Thai culture; therefore, she took the role as a Co-learner for helping them acquire self-awareness. In class, she engaged in cultural exploration alongside the students, and shared her own processes of culture learning.

The last teacher factor was teachers' preparation time. It could be seen from the data that participants tended to teach culture much more in class if they prepared activities and materials. As an illustration, Teacher B taught students by asking them to listen to a CD of recorded music before filling the missing words in the blank. After that, she gave students information about the singer's life history.

In summary, this study shows that teacher factors were significant in culture teaching practices since participants seemed to teach culture based on their learning experience, cultural knowledge, beliefs, personal preferences, teaching experience, teaching skills, preparation time, and roles in culture teaching.

### **Summary**

This chapter reported the findings of culture teaching practices of the sample group, and teacher factors affecting culture teaching practices. From the data, it shows that Teacher C who taught English Reading-Writing was the only participant who taught all culture contents, while Teacher A and Teacher B did not teach the culture contents of geography/places, social life, and stereotypes and national identity. Besides, Teacher C was the only one who took the roles which covered all four Cultural Knowings in culture teaching practices. In addition, all participants did not take roles as a Resource, a Listener, and a Witness. Furthermore, there were three techniques that all participants used in their culture teaching practices – Initial Overview to Set the Stage, Ad Hoc Culture Notes, and Contrastive Analysis. Furthermore, Teacher A and Teacher C used the course textbook as main material. Only Teacher B who taught English Listening-Speaking used CDs and VCDs as main materials. For assessing students' cultural learning, all participants used Criterion-

Referenced Tests. However, Teacher B was the only one who assessed students' culture learning directly, and realized that she assessed them. All participants said during the interviews that they did not have any problems in culture teaching, but the data from the questionnaire and the observations showed that they had some.

It could be seen from the findings of culture teaching practices that teacher factors were important because they seemed to have a strong influence on participants' culture teaching practices. These teacher factors consisted of learning experience, cultural knowledge, beliefs, personal preferences, teaching experience, teaching skills, preparation time, and roles in culture teaching.